

CA2 ALED
A56

1971/1972 c.1

ALBERTA LEGISLATURE LIBRARY



3 3398 00296 2552

SP 73/512

cl
MAR 12 1973
✓

EDMONTON

LIBRARY
VAULT 19

The Sixty-Seventh
Annual Report
of the

Alberta

Department of Education
1972

**The sixty-seventh
ANNUAL REPORT
of the
ALBERTA
DEPARTMENT OF EDUCATION
1972**

Note: This volume of the Annual Report for the Department of Education is for the period July 1, 1971 to June 30, 1972. Education in Alberta is served by two departments, the Department of Education and the Department of Advanced Education. A copy of the Department of Advanced Education's Annual Report may be obtained by contacting that department. Certain financial tables showing revenues, expenditures, and debenture borrowings for each school division, district and county are not included because they are of interest to a very limited audience. A supplement containing these tables is available on request from the Department of Education, 800 Executive Building, Edmonton, Alberta.

Details concerning operation of the Technical Institutes, the Alberta Vocational Centres and the Student Finance Board will now be found in the Department of Advanced Education Annual Report.

The 1972 Annual Report of the Department of Education is set in 10 Point Univers 55. Headings: 14 Point Univers Bold; Captions: 12 Point Univers Bold — and printed by L. S. Wall, Queen's Printer.

Edmonton, February 1973.

Contents

Page 3 Letter of Transmission

5 Report of the Deputy Minister

7 Report of the Associate Deputy Minister

9 Education Facts

11 The School Population

15 Curriculum Development

Elementary Curriculum

Secondary Curriculum

Educational Media

Department Library

Textbook Recommendations

Audio Visual Services

25 Special Education Services

School for the Deaf

Correspondence School Branch

Counselling and Guidance

Special Education

37 Field Services

Report of Director

Operation of Schools

Standards of Instruction

Regional Offices

55 School Administration

School Buildings Board

59 Other Services

Certification of Teachers

Research, Development and Examinations

School Book Branch

Personnel

Communications Branch

67 Statistical Appendix

The topics of Tables A to U follow the same order as do their relevant headings in the table of contents. See the Statistical Appendix contents page.

Edmonton, Alberta, 1973.

To His Honour


J. Grant MacEwan
Lieutenant Governor of the Province of Alberta

Sir:

I have the honour to transmit the Annual Report of the Department of Education for the School Year 1971-72.

I remain, Sir, your obedient servant.

Louis D. Hyndman, Minister of Education.



Digitized by the Internet Archive
in 2024 with funding from
Legislative Assembly of Alberta - Alberta Legislature Library

https://archive.org/details/ableg_33398002962552

Report of the Deputy Minister

Dr. E. K. Hawkesworth

I have the pleasure and honour of submitting the Annual Report of the Department of Education for the school year ending June 30th, 1972; a year marked by extensive and continuing change.

In late June of 1971 the central offices of the Department were relocated in the Executive Towers and the Devonian Building. This relocation followed the reorganization of the Field Services Branch and was fully completed by October. A further reorganization followed the election of a new government on August 30th, 1971, and the subsequent establishment of a Department of Education and a Department of Advanced Education. Dr. R. E. Rees became Deputy Minister of the new portfolio and I became Deputy Minister of Education. Other appointments included Dr. J. S. Hrabí, as Associate Deputy Minister, Dr. Eugene Torgunrud as Director of Curriculum, Mr. A. Bredo, Director of Finance, Statistics and Legislation, and Dr. S. N. Odynak, as Acting Director of School Buildings. Dr. L. G. Hall was assigned the task of carrying out a special study related to planning and financing school facilities.

A carefully planned transfer of appropriate responsibilities to the Department of Advanced Education began with five branches being designated to serve both Departments. These branches include: Research and Development; Finance, Statistics and Legislation; Communications; Personnel; and The School Book Branch.

A very stimulating and productive year of activity was thus begun, the momentum of which is continuing and may well be intensified following reactions to the Report of the Commission on Educational Planning.

During the autumn months of 1971 all programs of the Department were evaluated to assess their relevancy in relationship to the priorities established by the Government of Alberta. Both programs and organization of the Department continue to be evaluated. Unfilled staff positions were discontinued with additions to be approved only as necessary to meet the requirements of new policies and programs. The in-house departmental budget was adjusted to conform with these changes.

Since the Three Year Foundation Program would be ending March 31, 1973, it was essential to prepare a new financial plan for the support of Alberta schools. The Minister's Advisory Committee on School Finance carried forward a study of the strengths and weaknesses of the previous plan and by June 30th was prepared to submit its findings and recommendations to the Minister. The Holdaway Study on School Administration was also completed. A number of other studies were initiated or completed either as position papers or to provide background information to the Minister of Education and Cabinet. These included such areas of concern as School Buildings, Early Childhood Education, Educational Television, Instructional Programs and Certification Requirements of Teachers, Program Budgeting, Modification of the School Year, Development of Canadian Studies and Materials, Urban Transportation, Intercultural Education, Hutterite Education and Education of Foreign Students.

The completion of the organization and staffing of the Regional Offices of Education provided a competent staff to carry forward the province-wide activities of the Department. In line with new directions services on a one to one basis and in small groups, available to students, teachers and school boards, were greatly increased. Support activities for school personnel were given primary emphasis. These will be reported on in greater detail elsewhere in this Report.

Other Government action included the provision of an additional million dollars for the education of handicapped children, the elimination of Grade IX Achievement Battery Tests with concurrent development of power tests, modification of services of the Regional Offices of Education and an integration of innovative projects with other programs of a similar nature, such as diagnosis and treatment of learning difficulties. Educational research was established as a specific on-going function of the Department, using departmental personnel, consultant firms, qualified individual researchers or combinations of these. Positive steps were taken to coordinate services of the Department with other departments of Government especially at the central and regional levels. Where necessary, changes were preceded by new or amended legislation and/or regulations.

The Government, through departmental personnel and financial support, fulfilled its commitments to education both nationally and internationally. The work of the Council of Ministers of Education and its committees received needed attention. Several members of the Department served as committee chairmen or committee members in curriculum development, media, statistics and manpower. Alberta was invited to represent Canada at a Conference on Educational Planning held at The Hague. The Minister of Advanced Education, the Honourable James Foster, the Minister of Manpower and Labour, the Honourable Dr. A. E. Hohol, Dr. W. H. Worth (who presented a major background paper for the Conference) and I subsequently made up the Canadian delegation. Members of the Department participated in such national organizations as the Canadian Education Association, L'Association Canadienne d'Education de Langue Française and the Canadian Council for Research in Education. Other sections of this Report will elaborate on some of these.

Underway at school year's end was an evaluation of all boards and committees of the Department. We anticipate that new structures and new programs will emerge to meet the changing needs of the people of Alberta. Throughout the year all activities were evaluated in relationship to their contribution to sustaining and improving educational services to Alberta youth.

Report of the Associate Deputy Minister

Dr. J. S. Hrabi

The Associate Deputy Minister has the responsibility for supervising the Division of Instruction. This Division includes the Directors of Field Services, Curriculum and Special Services, as well as the office of Registrar. In addition to policy development within the Division of Instruction, the Associate Deputy Minister has responsibilities for coordinating the work of this Division with other significant groups and agencies. This coordination is achieved through members of other agencies acting on boards and committees of the Department of Education, such as the Committee to Articulate High School and University Programs, and through the membership of the Associate Deputy Minister on other groups, such as the Faculty Councils of the University of Lethbridge and Calgary, and the Teacher Salary Qualifications Board of the Alberta Teachers' Association.

The Associate Deputy Minister has become heavily involved with the work of the Council of Ministers of Education, Canada. He was chairman of the Canadian delegation to three meetings of the Education Committee of the Organization for Economic Cooperation and Development. He has also acted as chairman of a planning committee of the Council of Ministers charged with the task of preparing a plan for the participation of Canadian provinces in the Organization for Economic Cooperation and Development review of education policies in Canada.

During the year under review, the concept of regional offices within the Directorate of Field Services became fully operational, with the role of the regional offices becoming more clearly established. The study by E. A. Holdaway, "Non-Instructional Positions, Functions and Costs in School Jurisdictions in Alberta", which was commissioned by the previous Minister of Education, indicated a substantial acceptance of the concept of regional offices, as well as providing valuable directions for the regional offices in meeting the needs and expectations of the Department of Education, as well as school boards and other agencies in the various regions. Representations from school boards in Zone 2 indicated that the location of the regional office in Athabasca detracted from the ability of this office to render service. Largely as a consequence of this representation, a decision was made to phase out the Athabasca regional office and to assign the work to the Edmonton regional office.

In the fall of 1971 a task force on multicultural education was established by the Minister of Education, consisting of Department of Education personnel from the Directorates of Field Services, Special Services and Curriculum. The report of the task force was presented to the Minister of Education in June 1972. The report dealt with the status of the education of Metis and Indian children, aspirations as seen by these groups, steps that have been taken in other jurisdictions, and recommendations for appropriate action by the Alberta government.

In January 1971 a decision was made to discontinue the concept of innovative projects while the government reviewed possible alternatives with respect to carrying forward educational research. Projects previously approved and those received prior to the announcement of discontinuation of the concept were processed. J. Collins Meek assumed the responsibilities of Coordinator of Innovative Projects when Dr. H. I. Hastings accepted the position of Associate Director of Curriculum. Significant data regarding innovative projects for the 1971-72 school year include the following:

Number of projects approved	12
Cost of above projects to the provincial government	\$420,082
Amount paid out for innovative projects in fiscal year 1971-72 (including carry-over from 1970-71)	\$461,379
Number of projects completed in 1971-72	4

With the discontinuation of innovative projects, requests for special projects in educational research were considered individually and placed under the coordination of Mr. Meek.

The Board of Teacher Education and Certification investigated the question of field experiences in the teacher education program. G. B. Hawley was assigned the task of studying the issue and completed a study entitled "A Report Regarding Internship and the Practicum in Teacher Education", which formed the substance of a number of recommendations of the Board of Teacher Education and Certification to the Minister of Education regarding field experiences in teacher education.

Division of Instruction staff meetings during the year were devoted to self-evaluation activities. Each branch accepted the responsibility for developing a paper which outlined the present policies of the branch, operational problems within the branch, with particular attention to questions of coordination with other branches, and alternative policies which might be adopted. These papers were then the subject of evaluation and reaction by other branches.

Education Facts

- In 1971-72, Alberta schools enrolled 425,468 pupils, 350,719 in the public system and 74,749 in the separate system.
- The average cost of educating each of these pupils was \$866.96.
- Edmonton's schools registered 106,440 pupils and employed 5,143 teachers.
- Calgary's schools registered 102,050 pupils and employed 4,950 teachers.
- During 1971-72, Alberta schools employed a total of 21,156 teachers. In 1971-72, the average teaching salary was about \$10,548.
- From July 1, 1971 to June 30, 1972, 77 school building projects (new buildings or additions) were approved for construction, at a total estimated cost of \$21,150,826. They provided for 1,248,757 square feet at an average cost of \$18.16 per sq. ft.
- In the 1971-72 fiscal year, \$314,399,791 was paid to Alberta school boards from Foundation Program and Grants Funds — representing 78.5% of their total expenditures. This included \$211,846,093 from provincial general revenues; the balance from a 30 mill levy on equalized assessment. In fact, only about 46% of the money spent on public school education came from property tax revenue.
- Alberta's total equalized assessment for 1972 is \$3,636,412,190; the levy for school purposes is 30 mills.

The School Population



Alberta School Population

By Age Group

1971 Census

Age	Number
Infant	30,160
1 Year	30,415
2 Years	29,585
3 Years	30,200
4 Years	31,260
5 Years	32,380
6 Years	35,090
7 Years	37,235
8 Years	38,415
9 Years	37,640
10 Years	37,725
11 Years	37,700
12 Years	36,350
13 Years	35,710
14 Years	34,635
15 Years	34,710
16 Years	33,400
17 Years	32,295
18 Years	30,860
19 Years	29,125
20 Years	28,060
21 Years	28,110
22 Years	27,755
23 Years	28,760
24 Years	29,580

Curriculum Development



Report of the Director of the Curriculum Branch

Dr. E. A. Torgunrud (Language Arts)

Associate Directors:

Dr. H. I. Hastings (Mathematics, Science)

Dr. P. A. Lamoureux (Second Languages)

Mr. R. A. Morton (Educational Media)

Dr. H. G. Sherk (Social Studies, Business, Home Economics and
Industrial Education)

Editor:

Mr. K. Elves

Librarian:

Mrs. H. Skirrow

Branch Activities

In addition to the substantial change in personnel, a number of activities of the Branch were directed at charting a future course. Members of the Branch participated in Departmental discussions relative to re-organization of the Department in anticipation of the Commission on Educational Planning. Committees continued to study the goals of education, again with the intent that these goals would be articulated with those proposed by the Commission on Educational Planning. Coupled with these two activities, a position paper as to the future structure and functions of the Curriculum Branch was also prepared and studied by interested groups within and outside the Branch.

Members of the Branch remained very active in professional development at local, provincial and national levels. Again there was extensive participation in the activities of the committees of the Council of Ministers. Considerable amounts of time were spent by two of the staff members in educational technology and bilingual education in these activities. Substantial time was spent in the conducting of studies or preparation of position papers relative to possible programs being given consideration by the Government. The contacts with professional and public bodies interested in education were maintained. The up-swing in articulation activities with other branches of the Department of Education and with other Departments of the Government was evident. The need for clarification of role expectation of members at national, provincial and local levels relative to curriculum development became apparent.

Curriculum Development

Although committee and board structures at the elementary and secondary levels retained individual identity, the responsibilities of the Director and Associates were extended from Grades 1 through 12. Additional integration was sought through a number of joint committees among members of related subject areas. In the areas of Business, Home Economics and Industrial Education curriculum development was directed at integration through the restructuring of programs so that closely related courses were brought under a single umbrella rather than retaining an individual identity.

Elementary School Curriculum Board

During the past year the following activities have gone forward under the direction of the Elementary School Curriculum Board:

Aims and Objectives of Elementary Education

A committee completed a revised statement of the goals of education and it was decided that a single statement for Grades 1 through 12 be prepared in conjunction with representatives from a committee at the secondary level and in consideration of expected recommendations of the Commission on Educational Planning.

French Language Evaluation	In conjunction with members of the Field Services Branch and the University of Alberta members of the Curriculum Branch participated in an evaluation of the elementary French language program in a selected school system in this province.
Language Arts Conference	The invitational, one-week conference, attended by eighty delegates was held for the purpose of examining and criticizing proposed new programs, studying problems of articulation, preparing for in-service work in local systems in the elementary and secondary Language Arts.
Language Arts Material	In conjunction with the development of a program of studies and handbook materials, fourteen schools participated in a pilot of four Language Arts series. Regional office consultants and members of the curriculum committee collaborated in carrying out this pilot and final assessment.
Mathematics Survey	This survey solicited the reactions of a sample of teachers, parents and students to the elementary Mathematics program. It also included the administration of an achievement test to determine the performance of Alberta students in the light of Canadian norms.
Secondary School Curriculum Board	During 1971-72 the following activities were carried forward under the direction of the Secondary School Curriculum Board:
Developmental Programs	<p>Piloting was carried on in the area of Business Education, Home Economics, Industrial Education, Literature and Communication electives. <i>Experimental work in locally developed courses in the Calgary and Edmonton Public School Systems in the areas of Humanities, Aspects of Living, Social Sciences and Perspectives in Living.</i></p> <p>A position statement with respect to the learning of second languages was prepared and accepted as direction in principle for future program development in Alberta.</p> <p><i>Preparation of Handbooks for Secondary Social Studies, Home Economics and Industrial Education as well as the Preparation of Annotated lists of Resource Materials for these areas.</i></p> <p><i>Recommendations for Changes in Courses of Study, Textbooks and References in these areas:</i></p> <p>Biology 30 General Technology 10, 20, 30 Home Economics, Grades 7 - 12 Language Arts—Novels 7 - 9 —Novels, non-fiction, plays 10 - 12 Mathematics 31 Shorthand 20, 30, 31</p> <p><i>Structuring of a Social Science Program to be designated as Social Sciences 10, 20 and 30 and to include, initially, previous course areas of Psychology, Sociology, Geography and History, with the addition of Philosophy and Religion.</i></p> <p><i>Study of Goals of Education in Conjunction with representatives from the Elementary Board within the framework of operation proposals for the Commission on Educational Planning.</i></p> <p><i>Joint Sponsorship with the Elementary Board of the Language Arts Conference.</i></p>

Educational Media The Associate Director of Curriculum (Educational Media) spent considerable time in articulating the work of the professional staff of the Audio Visual Services Branch with the activities of curriculum development and implementation in the Curriculum Branch. In addition, the Associate Director, Mr. R. A. Morton, was also Acting Executive Secretary to the Alberta Educational Communications Authority during the year. As mentioned earlier, he also was on a special planning committee for a conference of Federal and Provincial officials in Mont Gabriel, Quebec. This conference was directed at a study of the application of various transmission technologies to education.

Department of Education Library The Department of Education Library continued to serve the professional and office staff members of the Department of Education, and members of curriculum committees. The library staff, one professional librarian and a half-time clerical assistant, was supplemented for two months by a cataloguer who recatalogued about half of the collection into Library of Congress numbers and subject headings, a continuing project.

A much closer relationship was established with librarians in other Departments of the Government, and these people now form part of the resource personnel. Consequently, we have access to a much larger collection than that resulting from the increase and cataloguing of new items for the Department of Education Library.

The major shift in the work this year was to that of a research nature. The requests from the regional offices, Correspondence School Branch and Curriculum Branch staff continued to increase, taxing to the full the resources of the library for up-to-date books, documents, pamphlets and articles.

Elementary School Curriculum Board Textbook Recommendations

No textbook recommendations were made by this Board the past year.

Secondary School Curriculum Board Textbook Recommendations

The following textbook recommendations were made:

Home Economics

Grade VII	<i>Home Economics 1</i> by V. Brand
Grade VIII	<i>Home Economics 2</i> by V. Brand
Grade IX	<i>Teen Horizons</i> by Lewis, Banks and Banks
Food Science 10	<i>Guide to Modern Meals</i> by Shank & Fitch
Food Science 20	<i>Food for Modern Living (Canadian edition)</i> by McDermott, Trilling, Nicholas & Meiklejohn
Food Science 30	<i>People, Food and Science</i> by P. Cote
Clothing & Textiles 10	<i>Second Skin</i> by M. J. Horn
Clothing & Textiles 20	<i>Clothing: A Comprehensive Guide</i> by H. Craig
	<i>Create Something Beautiful</i> by V. Ramsay
Clothing & Textiles 30	<i>Tailoring</i> by A. Bane
	<i>Body & Clothes</i> by B. Johansen
	or
	<i>The Why of Fashion</i> by K. Anspaeh
Modern Living 10	<i>Home Management is . . .</i> by E. Bratton
Modern Living 20	<i>Your Marriage and Family Living</i> by P. H. Landis
Modern Living 30	<i>Homes with Character</i> by H. Craig

Shorthand 20 and 30

Pitman Shorthand by G. A. Reid and E. J. Thompson

Curriculum Branch Publications	The editing and printing arrangements for curriculum publications were carried forward by the Curriculum Branch editor. In addition to editorial responsibilities, the editor maintained an information service whereby requests for information were handled either by sending forth published materials, by personal letter or by referral to other agencies.
New Publications	<p>Elementary Physical Education — Dance Section</p> <p>Elementary Social Studies Handbook — Supplement</p> <p>Junior High School Handbook</p> <p>Notes Regarding Junior High School Mathematics Programs</p> <p>Programs of Studies for Junior High School — Replacement Sheets</p> <p>Curriculum Guide for Drama (Secondary) — Supplement</p> <p>French 31 — Supplement to Curriculum Guide for French as a Second Language (Secondary)</p> <p>German 31 — Supplement to Curriculum Guide for German (Secondary)</p> <p>Industrial Education — Graphics</p> <p>Language Arts Handbook (Secondary) — Junior High School Novels Section</p> <p>Curriculum Guide for Secondary School Music</p> <p>Programme d'Etudes des Ecoles Secondaires — Langue et Littérature Supplement</p> <p>Social Studies Handbook (Secondary)</p> <p>Curriculum Guide for Ukrainian (Secondary) — Replacement Sheet</p> <p>Accounting 10, 20, 30 Curriculum Guide</p> <p>Biology 10, 20, 30</p> <p>Biology 10, 20, 30 — Replacement Sheets</p> <p>Senior High School Handbook</p> <p>Curriculum Guide to Mathematics 10, 13, 20, 23, 30, 33</p> <p>Program of Studies for Senior High Schools of Alberta — Replacement Sheets</p> <p>Science 11 Curriculum Guide</p> <p>Shorthand 20, 30, 31 Curriculum Guide</p> <p>Senior High School Curriculum Guide for Social Studies — Replacement Sheets</p>
Reprints	<p>Handbook for Elementary Mathematics</p> <p>Program of Studies for Elementary Schools of Alberta</p> <p>Elementary Social Studies Handbook</p> <p>Junior High School Curriculum Guide for Agriculture</p> <p>Curriculum Guide for Junior High School Health</p> <p>Junior High School Curriculum Guide for Social Studies</p> <p>Curriculum Guide for Drama (Secondary)</p> <p>Program of Studies for Senior High Schools of Alberta</p>
Miscellaneous	<p>Alberta Education Council Newsletter — "The Debater"</p> <p>Annual List</p> <p>Curriculum Bulletin — Two Issues</p> <p>Driver Education Brochures — "Advance Notice"</p> <p>— "Announcement"</p> <p>Driver Education Certificate — "Recognition of Course Completion —</p> <p>— Teacher Preparation Course in Driver Education"</p> <p>Early Childhood Education Brochure — "Lovin' An' Learnin' — A Look At Your Kindergarten"</p> <p>Curriculum Guide for Educable Mentally Handicapped (Reprint)</p> <p>Goals of Secondary Education — A Position Paper (Reprint)</p> <p>Report on the Elementary Mathematics Survey</p> <p>Novels Lists — Junior and Senior High School</p> <p>Social Studies Newsletter — "The Social Studies Scene" — Two Issues</p>

Audio Visual Services Branch

R. A. Morton

The Branch continued to provide services in three areas — School Broadcasts, Visual Education and Curriculum Resources. During the year, the operational services — the film library, the audio tape library, the video tape library and office administration were brought under a single administrative officer.

School Broadcasts

Radio

School radio programs are distributed to Alberta schools by CKUA at 11:00 a.m., CHEC-FM Lethbridge at 10:45 a.m. and by the CBC radio network at 2:03 p.m. Programs generally run from October to May.

CKUA production facilities are leased to present about 120 fifteen-minute programs each year. The programs are broadcast on their facilities which cover most of Alberta. CHEC-Lethbridge also carries the same programs on their FM station.

Preparation of CBC school radio programs are approached in three ways as follows:

- i. Provincially.
- ii. Regionally, in co-operation with other Western provinces.
- iii. Nationally, in consultation with all provinces and the CBC.

All programs are broadcast over CBC radio stations.

Teachers intending to use radio programs register with the Branch and order the printed materials which accompany the programs. Based on these registrations, the average Alberta student listened to approximately 13 Department of Education radio programs during 1971-72, a slight increase over the previous year. Total registered listening audience for all School Broadcast radio programs for 1971-72 school term was 12,797 classrooms or approximately 383,310 students.

Television

Television programs are produced on the same basis as radio, that is, independently by the Branch and jointly in conjunction with other Western provinces. Other programs are produced through the Joint Programming Committee, a subcommittee of the Council of Ministers of Education. Limited CBC studio and film production time requires the Branch to use freelance film producers for some of its work. However, the Alberta School Broadcast films produced, also become part of the Branch film library and receive substantial additional exposure in this manner.

Teachers intending to use a television series are requested to register their classes with the Branch. Registrations indicate the average Alberta student in a registered classroom viewed 6.3 programs, a decrease from the previous year. It should be noted, however, that there were 8 fewer series and 19 fewer programs in 1971-72 compared with 1970-71.

Total registered audience for 1971-72 was 12,794 classrooms or approximately 383,790 students.

Provincial television programs are also available on videotape from the provincial videotape dubbing centre.

Audio Tape Dubbing Library

The Branch maintains an audiotape master copy of all of its radio programs in the audio tape library and provides dubbed copies to those schools requesting this service. The demand in this area continues to be high, both for Branch radio programs and foreign language lessons. An

average of 1200 programs per month were dubbed as a free service to Alberta teachers. In order to accommodate various types of equipment the service now includes dubbing on both cassette and reel.

To provide additional service from this source the Branch is exploring means for distributing talking books on both normal speech rate tapes and compressed speech audio tapes. Compression facilities will be available also for other curricular purposes.

Visual Education

Films Teachers' demands for film continued to rise faster than the growth of the library to meet the need for this resource. In order to ensure fair distribution, rigid quotas for school systems were maintained. Filled requests increased by 1,017 and unfilled requests by 376 (these figures are exclusive of block shipments).

Staff participation in the consolidation of the South Central Film Federation resulted in the establishment of a large block deposit of film in Calgary for circulation to six counties and rural districts in the area, furthering the decentralization of our service.

The policies of multi-printing single titles, and of restricting purchase to a few subject areas were continued. The process of film evaluation and recommendation for selection was further broadened through the addition of five rural school systems to the evaluation team. Students and teachers evaluate films in regularly scheduled classes and their choices are increasingly evident in the content of the catalog.

Contracts tying film purchases to video rights have been modified so that the titles complement, rather than duplicate content of each collection. Film chosen continues to be high impact, high quality, multi-purpose and multi-grade.

Drug films: Initial sales reports of the two drug abuse films *Film* and *Dawning* indicate that they may recover a large percentage of their production and distribution costs over five years. After eighteen months of use in the province they are still being extensively used in drug education programs.

A Choice of Futures: The film publicizing the Worth Commission Report was circulated to Home and School Association Meetings and other concerned groups to stimulate the submission of reactions to the Cabinet Committee on Education.

Filmstrips The filmstrip evaluation project introduced in September 1970 has completed the first, two year trial run. Broad acceptance of this project is evidenced by an increase from 60 schools initially to 360 now participating.

Basically, the philosophy of the project was to have teachers evaluate a number of filmstrips from a variety of sources and make recommendations in regard to the purchase of this material. From these evaluations, the AVSB would compile a list of filmstrips by subject area and grade level from which teachers could select up-to-date and appropriate filmstrips, without having to arrange for preview.

The filmstrips which comprised this service have been deposited by a number of leading distributors on an extended loan basis. The Branch categorized these filmstrips and packaged them in kits. Lists of these kits were distributed to the schools through the superintendents. Teachers

requested the material by letter for a preview period of approximately two weeks. After preview of the kit suitable filmstrips are selected and ordered directly from the supplier.

A total of approximately 4,000 filmstrips were involved and allocated to 163 kits. New kits are assembled periodically to replace those having received sufficient evaluation.

Slides The Branch continued to encourage both the use and production of this medium through upgrading the Branch collection with emphasis on unique, local-historical, and local materials. Where possible school systems have been given permission to duplicate the Branch collection for internal use. Through liaison with CUSO small amounts of film have been placed with teachers serving that organization in Africa and the far east. The volunteers will produce curriculum relevant slide presentations to which the Department will hold Alberta educational rights.

Multi-Media Curriculum Packages Seventy-one multi-media kits were evaluated in the resource evaluation program. This was one package for every six requests to participate. The packages ranged from kits with three presentation forms designed to achieve limited objectives in four lessons, to packages designed to encompass a whole curriculum area in a school year. The resultant evaluations are being compiled in a monograph for distribution to superintendents, principals, and media co-ordinators.

Video Tape Dubbing Centre The dubbing rights for more than 150 new high quality film titles have been acquired for the provincial dubbing centre. New programming from School Broadcasts, CARET and MEETA are automatically added to the program content. A new source of programs being explored is free loan commercial films and film distributed as a public service such as embassy cultural shorts. There are now 1,000 video tape recorders in provincial schools and some systems are accumulating tape libraries for in-system distribution.

Instructional Materials and Consultant Services Teacher workshops and utilization sessions were continued throughout the year. High priority was placed on the planning of instruction through selection and production of media to meet specific instructional objectives in a co-ordinated design. Consultative services were an important thrust and priority was given to the encouragement of systems to work together in the organization of media facilities.

Curriculum Resources The Curriculum Resources section provides a number of services to Departmental officials and school boards engaged in curriculum development and in-service activities:

1. Professional Resources Library of 350 media items.
2. Multi-media production of materials illustrating the objectives of curricular change.
3. In-service workshops.
4. Consultative Reports and monographs on media services and utilization.

During the year a hundred items were added to the Library and thirty multi-media productions were completed. Section Staff engaged in numerous workshops designed to give teachers skills in VTR production. Awareness of the potential of small format VTR production is growing and demands for production planning and assistance are increasing. Productions included a rigourously planned series on Program and Budgetting; a series on School Library services, conversational French, and the multi-unit approach to classroom organization.

Publications

Twenty-two thousand of both Radio and Television Calendars listing all of the school broadcast programs were distributed to teachers in Alberta. In response to teacher requests 5,600 Television Guides and 4,000 Radio Guides were sent out. These Guides outline the content of the scheduled programs and suggest follow-up activity for classroom use. Ten other support booklets and leaflets were produced for specific programs with 105,000 items being shipped out to teachers on request.

The Branch newsletter "Signpost" had three regular publications during the year with a supplement being issued in June. These were distributed to AV co-ordinators and school Principals throughout the province.

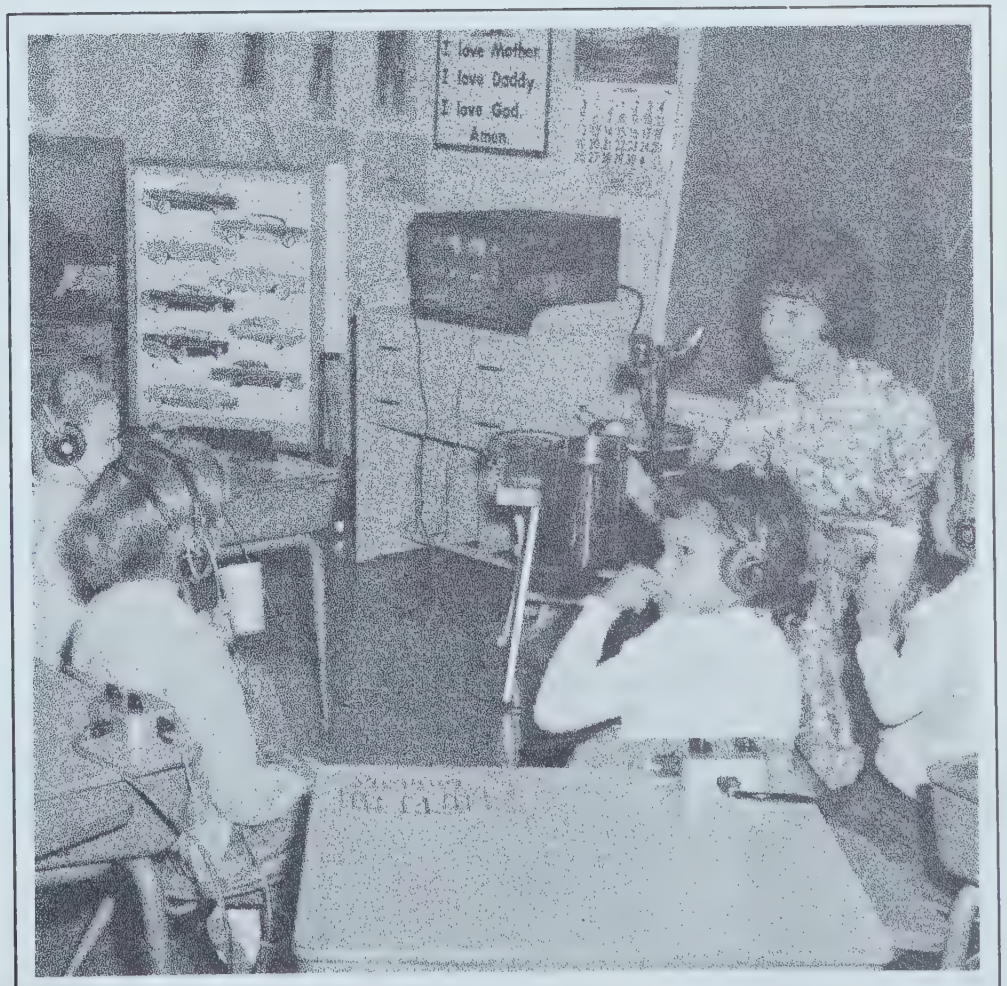
In addition to the normal catalogs, supplementary listings and broadcast support materials prepared by the Branch for distribution to the schools of the Province this year, also included the publication of the first two monographs in the new series of occasional papers. These were both written by the Co-ordinator of Curriculum Resources, Ian James. The first dealt with Television in Education, the second with Television Production. Copies were sent to all schools and have proved extremely helpful to teachers using videotape equipment.

A new Descriptive Catalog of Audio Tapes was printed in 1971. This catalog lists all tapes available from the Branch and gives a short content description for each. Also in 1971 a new edition of the Videotape Catalog was published.

Early in 1972 a Professional Resources Catalog was produced listing materials available for workshops for Curriculum or Professional Development.

The first annotated multi-media catalog published by the Branch is to be distributed in December. It combines all media available from the Branch for general educational purposes under detailed subject headings. This will be completely indexed and periodically updated.

Special Education Services



Report of the Director of Special Educational Services

Dr. E. J. M. Church

Effective September 1, 1971, the Directorate name was changed from Pupil Personnel Services to Special Educational Services.

The Directorate administers the following Branches which submit separate reports: Correspondence School Branch, Counselling and Guidance Branch, Special Education Branch, the Alberta School for the Deaf, Examinations Branch (up until March 31, 1972), and the Students' Finance Board (until August 1971). These reports will be found in subsequent sections.

The Examinations Branch became a part of the operation of the Directorate of Research, Development and Examinations on April 1, 1972; only the Examinations Development Section of the Examinations Branch remained within the Directorate of Special Educational Services.

The Students' Finance Board was moved from the Department of Education to the Department of Advanced Education on formation of the latter in September 1971.

The Coordinator of Continuing Education, Dr. R. B. Staples, was seconded to the Department of Advanced Education and as of April 1, 1972 adult and continuing education became a responsibility of the Department of Advanced Education although the Department of Education still retained the final approval of applications for payment of grants for adult education classes.

In addition, the following areas are the direct concern of the Director of Special Educational Services.

Early Childhood Education

The second year of operation for the two-year pilot project in education for disadvantaged children of preschool age ended on June 30, 1972. Both the Inglewood Project in Calgary under the direction of Educorps Limited, and the Edmonton Public School Board project were reviewed and a final report was provided by the Human Resources Research Council in the summer of 1972.

The system of approval for private kindergartens was carried out as previously with various inspections being conducted by the Department of Education, the Provincial Fire Commissioner's Office, the local Health Units, and city or town officials concerned with zoning and building bylaws. The pupil-teacher ratio remained at twenty-five to one. Many kindergartens continued the use of teacher-aides.

Supervision of programs and inspection of teachers of private kindergartens became the duty of staff in the Regional Offices of Education located throughout the Province. There was an improvement in the reporting of conditions in kindergartens as a result of the Regional Offices taking on this responsibility.

Private Schools

Private schools were regularly inspected by the staff in the Regional Offices. Instruction and facilities were considered generally adequate but there remains a wide variation from school to school. During the year forty private schools were in operation. Of these, twenty-nine included elementary or junior high school grades or both, and eleven were senior high schools. Private schools employed two-hundred and ninety teachers and enrolled five-thousand and nineteen students. In addition, four private schools operated on a part-time basis, three offering instruction in German and one in Ukrainian. Teachers employed in these schools numbered twenty-nine and six-hundred students were enrolled.

Private Correspondence Schools	During the year 1971-72 four private correspondence schools were authorized to operate in the Province. They were: International Correspondence School, Acadian Academy, American Correspondence School, National College of Home Study.
Private Tutoring Schools	Two private tutoring schools continued to operate in the Province during 1971-72, one in Edmonton and one in Calgary. The schools are known as: The Norman Center for Global Education, in Edmonton, and Integrated Education Services Limited, in Calgary.
Summer Schools	The number of summer schools offering instruction in Grade ten, eleven and twelve subjects increased noticeably in 1971. There were fifteen centres in the Province offering instruction during the summer months in 1971 as compared to five summer schools in 1970. Summer schools were conducted in the following jurisdictions in July and August of 1971: College Universitaire Saint-John, Edmonton; Lethbridge Community College, Lethbridge; Linden School District No. 1120, Linden; Alberta College, Edmonton; Alberta Vocational Centre, Fort McMurray; Edmonton Separate School District No. 7, Edmonton; Four Band School Committee, Hobbema; Camrose School District No. 1315, Camrose; Banff School of Fine Arts, Banff; Olds Agricultural College, Olds; Edmonton Public School District No. 7, Edmonton; Fairview Agricultural College, Fairview; Vermilion Agricultural College, Vermilion; Calgary Public School District No. 19, Calgary; and Calgary School Division No. 41, Calgary.
Correspondence School Centres	Three correspondence school centres operated during 1971-72 under Section 134(1) (a) of the School Act. These centres were as follows: Sterling Mennonite Day School, Sterling; Pleasant Valley Hutterite School, Satinwood; and Bethel Mennonite School, Duchess.
Changes in Examinations	The Grade IX Departmental Examinations are discontinued effective 1973. The Grade XII Departmental Examinations changed in that fifty percent of the mark awarded to students on their final score was provided by the teacher and the other fifty percent was taken from the Departmental Examination.
School Year Modification	Additional study and activity was carried out by the Department on the modification of the school year and the possible use of schools on a year-round basis.
Staff Changes	<p>Mr. Richard Grovum left the staff of the Directorate in October 1971 to join the staff of the Northland School Division No. 61 as Director of Guidance.</p> <p>Miss Margaret Hatch joined the staff of the Directorate in February, 1972 as Consultant for the Visually Impaired. Miss Hatch replaced Mr. Grovum and her duties involve responsibility for the educational placement of visually impaired students, to provide information on needs of the visually impaired, to develop and maintain the Department's library of textbooks in braille and recording tape, and to generally maintain liaison with all individuals and agencies concerned with the visually impaired.</p> <p>Mr. Terrance Mott became Supervisor of Counselling and Guidance effective September 1, 1971, being promoted from the position of Assistant Supervisor of Counselling and Guidance. The latter position was not filled for the remainder of the fiscal year 1971-72.</p>

Alberta School for the Deaf

F. G. F. Cartwright
Superintendent

One hundred and forty-nine students were registered at the beginning of the 1971-72 school year. By June 1972, the number had increased to one hundred and fifty by the addition of one student transferred from the public school system to the Learning Centre. Of the one hundred and fifty students, fourteen were enrolled into the Learning Centre, which is a follow-up to the project for Emotionally Disturbed Deaf Children.

Learning Centre

The Learning Centre provides a basic service of treatment and training for multiply-handicapped deaf children who cannot be accommodated in any other regular program. The service is rehabilitative by nature and does not provide for deaf retardates. This service required the acquisition of new staff in the form of three teachers, three teacher assistants and six houseparents, all under the direction of a supervising teacher. Space was obtained in the school proper through relocation of the infirmary and renovation by the Department of Public Works.

Resource Centre

In October 1971, the Minister announced that the School for the Deaf would be a Resource Centre for the province in that consultants in psychological, educational and family services would be available to parents of children with a hearing loss as well as to agencies, individual or group and school boards who work with hearing impaired children. The service has met with wide appeal and requests have been received from a wide area and variety of people. Besides acting as consultants, a diagnostic and assessment service has been established to assist clinics and professionals in providing a complete profile on the hearing impaired child.

In conjunction with this, Alberta School for the Deaf co-operates with the Edmonton Clinic in performing diagnosis and assessments on hearing impaired children. The Alberta School for the Deaf is also a member of the Educational Placement Committee (Edmonton), which reviews and places children referred by the Clinic into appropriate programs.

School Program

The school continued to provide a full academic program for children from the ages of five to eighteen. An extension to the academic program was the development of a Vocational Training Program by contract with the Edmonton Public School Board. Vocational training is available to any student over the age of fifteen who is registered at the Alberta School for the Deaf. The format of the program is to have each student pursue his academic courses at Alberta School for the Deaf and his practical training in a preferred vocational area at a selected Vocational High School. Six students completed a year of this program in the 1971-72 school year and eighteen students are enrolled for the 1972-73 school year.

The philosophy of developing the total child continued in all areas, with increased activity particularly in the child care program and sports and recreation program. Medical services continued to be provided through our new infirmary and a dental program, provided by the University of Alberta's Faculty of Dentistry, consisting of a dental check, prophylaxis and topical fluoride treatment was available to all students.

Alberta School for the Deaf continued to develop its articulation programs with the community. Fifty-one tours were conducted for the University, community agencies, clubs and societies. In addition, there were numerous individual tours, such as, every new parent to the school was given a tour and an explanation of our program. On November 11, a very successful "Open House" to the general public was held. We also had a good turnout for our special parent days on December 14, March 30 and June 22.

A group of students from Jericho Hill School for the Deaf (Vancouver) visited Alberta School for the Deaf for two days as a part of their tour across Canada.

Staff Development

Staff development is of concern to all at Alberta School for the Deaf. A two-day seminar on "Reading Development for the Deaf Child" was conducted for all of the staff in September before school opening. A one week in-service training program was conducted for the new staff in the Learning Centre in September before the arrival of students. A follow-up seminar was held in February 1972, for all staff on the "Role of Each Employee in the School's Program". In addition, individual staff members were sent on special courses to up-grade their knowledge and skills. Our year concluded with ten graduates leaving to enter the world of work or further their education. Three of the graduates successfully passed the Gallaudet Entrance Examinations. Each graduate was assisted with his career choice and all were successful in having an initial entry job or program.

Correspondence School Branch

Dr. Berthold Figur
Director

During 1971-72 a continuing effort was made to keep the correspondence education program up-to-date. The work involved writing many new courses to bring them in line with curricular changes: twenty-one at the senior high school level, five at the junior high school level, and four at the elementary level (comprising major sections of the courses in Grades 3, 4, 5, and 6). There was also a major revision of five courses. In addition, television and radio media were brought into the work — specifically an automotive course was televised over MEETA's Channel 11, (also picked up by channels in centres other than Edmonton) and a phone-in program was conducted with the co-operation of Radio Station CKUA in Edmonton.

Enrolments: General

The demand for correspondence courses continued to be generally high; however, there was a decline in enrolments by 3.88 per cent, compared with the previous year. It would seem to be significant that the main category in which the decline occurred was in that of departmental examination subjects. Here the drop was by 669 students — 3,257 as compared with 3,926 in the 1970-71 school year. The decline in the departmental examination subject area affected the number of adult enrolments. Since there were overall rises in enrolments of students in elementary, junior high, and senior high school non-examination subjects, the results indicate that fewer correspondence students were aiming for matriculation — that the emphasis was shifting more strongly towards general education.

The total number of persons in the eighteen-years-of-age and over group (including those who attended school and those who were not in school) was 9,720; this constitutes 55.39 per cent of the total enrolment.

Travelling Teacher

More and more students are looking forward to the visit of the travelling teacher. In addition to the help that individual students receive, the travelling teacher's services help to maintain liaison with the public in general. Visits to hospitals, correctional institutions, and divisional offices, help to reinforce the lines of communication with the Correspondence School Branch. A highlight of the year was an invitation to the travelling teacher, in February, 1972, to visit five Hutterite schools.

In many instances where the travelling teacher could not contact students in person, either because they were not at home or they were busy at work, she contacted them by telephone while she was in the vicinity. Quantitatively, the extent of her activities may be summarized in Table G in statistics section.

The Indian schools visited were Blood Reserve (Cardston), Blackfoot Reserve (Gleichen), and Pet-a-Pun (Lac La Biche). Mileage covered was 6,325.

Library Services

An increase in demand for book loans by junior and senior high school students was noted during the past school year. At the elementary level (Grades I to VI), fewer books were requested by students.

Summer Program

A total of 1,837 students enrolled in senior high school correspondence courses in the 1971 summer program. Of these, 1,710 were registered in non-departmental examination subjects. In the junior high school section, 66 students were enrolled. Sixteen extra teachers were employed to help with the work of the summer program.

Counselling and Guidance

T. R. Mott
Supervisor

The goal of the Counselling and Guidance Branch is to stimulate the continuing development of quality school counselling services throughout the province.

In line with this major goal, the Counselling and Guidance Branch completed the following activities during 1971 - 1972.

Publications: The Branch prepared, published and distributed the following publications:

1. Prerequisites to Post-Secondary Educational Opportunities.
2. Spotlight on School Personnel Services (February and May issues).
3. Where It's At.
4. A Rationale and Proposals for Standardized Testing in Alberta schools.
5. Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators (in cooperation with the Department of Education, Industrial Education personnel).

Video-Tapes: The Branch prepared the following video-tapes for distribution:

1. The Bishop Carroll Model School (Calgary Separate School District #1).
2. The Role of the Elementary School Counsellor.
3. Elementary School Counselling.
4. The Staff Development Program (Edmonton Public School District #7).
5. The Career Fair Project.

Career Fairs: Career Fairs were held in twelve centres throughout the province. Approximately 52 participating school jurisdictions involving 20,000 students and 2,500 parents and community people participated.

Other Activities: The Supervisor continued to serve on various boards and committees within the government. In addition he served on the following outside boards:

1. Executive Council of the ATA Guidance Specialist Council.
2. Board of Directors: Youth Involvement Program of Edmonton.
3. Edmonton Coordinating Committee on Drug Abuse.
4. Policy Committee of the Counsellor Leadership Seminar.
5. The Council of Directors of Pupil Personnel Services.
6. Chairman of Steering Committee for Career Fairs.

The Supervisor of this Branch was also engaged in provision of the following services:

1. Participation in three major school evaluations.
2. Planning local arrangements for the annual professional development Conference for counselling personnel throughout the province.
3. Addressing conferences, school boards and various groups of educators at their request.
4. Hosting regional office guidance consultants for communication and in-service programs.
5. Conducting surveys involving two individual school jurisdictions to assess present and projected needs for the optimal provision of guidance services.
6. Special investigations.

The Counselling and Guidance Branch is staffed by the Supervisor and one secretary.

Special Education

Special Education Programs in the Schools

The 1971-72 school year saw further expansion and consolidation of services provided by school boards and professional educators throughout Alberta to children whose educational needs go beyond what can be adequately provided by the regular classroom. The five largest school systems continued to expand some of their pupil personnel services but stressed the refinement and consolidation of their Special Education programs. These programs compare favorably to services available elsewhere in North America. Some minor evidence of budgetary concern was evident in the closure of a few special classes throughout the Province and in the reduction of some supportive personnel. The co-operation between various school boards in allocating the specialty areas and admitting non-resident pupils to their special classes has continued as an important feature of the provision of specialized services in Alberta. It was encouraging to note the increasing acceptance by school boards, school administrators, teaching personnel, and the general public of the responsibility to provide needed educational services for atypical children.

Rural Areas

The spread of special classes into the rural areas accelerated during 1972. More children in rural areas were receiving specialized help, either within their own school district or reasonably close at hand. Not only have classes for the educable mentally retarded expanded throughout the Province, but some specialized services to children with learning disabilities are now being provided outside the two large cities. This is in marked contrast to the situation of only a few years ago when the Calgary and Edmonton school systems provided all specialized services other than those for the educable mentally handicapped. The move to supply programs to children other than the educable mentally handicapped in the rural areas is a sign of the healthy balance developing in the provision of specialized services. It must be pointed out that there are still many children in many areas of the Province who have not yet received the kinds of specialized educational services which would help them to progress adequately in school.

In keeping with the new emphasis on the provision of services to handicapped children, the Special Education Teaching Position Grant was raised to \$7,000 as of January 1, 1972 for each position approved under the School Grants Regulations — double the 1969 amount. Tuition grants to private facilities operated by charitable organizations for the education of handicapped children were raised to \$1,070. The Department's share of this has continued at eighty-five per cent with school boards paying the other fifteen per cent.

A special fund of \$1,000,000 was established in early 1972 for the Education of Handicapped Children. Allocation of this fund will be dependent on policy decisions. As well, an additional \$1,300,000 was used to cover the grant increases indicated above.

A growing interest in the education of atypical children and the expansion of very fine training facilities at the Universities of Alberta and Calgary has resulted in increasing numbers of teachers taking training in this specialized area. While the percentage of teachers with some form of training in special education continues to grow, it must not be assumed that all special class teachers are fully trained. It was encouraging to find that many regular classroom teachers were taking courses in the education of atypical children and that many of the techniques originally designed for children with various forms of learning disabilities were finding their way into "normal" classrooms.

Classes for Mildly Retarded Children

Mildly retarded children, who are usually termed “educable mentally retarded” formed the largest group of handicapped children in Alberta. They attended “Opportunity Classes”. These children are unable to achieve academic work beyond the Grade three to seven level by school-leaving age. They can perform non-academic tasks close to or at normal levels. A special curriculum is used which is suited to their needs and their particular learning difficulties.

The large urban systems have almost reached maximum growth in opportunity classes — a result of successful identification and assessment facilities — and are giving almost complete coverage. Increasing knowledge and competence of the teaching staff makes it possible to maintain successfully more educable retarded in the regular school program. The major increase in classes for educable retarded children occurred in non-urban systems where specialized assistance to children is still in the developmental stages.

In 1972, Edmonton, Calgary, and Lethbridge accounted for 54.7% of the total number of classes and 56.2% of the total enrolment for the mildly retarded. This marked a minor reduction in the number of classes and children served in the cities and a more substantial increase of services in non-urban areas. A few school systems closed out their Opportunity Classes but other jurisdictions began operating programs for the first time.

In 1972, the Department paid grants for 303 opportunity classes with a total enrolment of 3,124 students. This was an increase of thirty classes over 1971, or 11 per cent. The enrolment for 1972 showed an increase of 103 over 1971, representing a percentage increase of 3.4. The number of school jurisdictions which offered special classes for the mildly retarded increased from 59 in 1971 to 60 in 1972.

In 1964, there were 98 opportunity classes in Alberta with a total enrolment of 1,295. In the eight intervening years, the number of classes increased over 3 times and the number of pupils by almost 2.5 times.

Classes for Children with Special Problems

Many children of normal or above average intelligence are unable to make satisfactory progress in the regular classroom because of some handicap or combination of handicaps — sensory, physical, medical, emotional, perceptual, neurological, psychological, or undiagnosed. Many of these children were placed in segregated classes which served the children's primary handicap. Some others were given the special attention they required by itinerant teachers who visited the children at home, at school, or at the hospital. Some services were provided at central points and the children came to these points for short periods of intensive work before returning to their own classes.

The five largest school systems continued to expand and consolidate services to these children, including ancillary personnel such as psychologists, diagnosticians, social workers, speech therapists, remedial reading teachers, and consultants. There has been some reduction in the number of special classes in some larger urban systems, partly as a result of cutbacks and partly as a result of increased competence in dealing with special problems in the regular school setting. The reduction of services within the cities has been offset to some extent by an equivalent growth of specialized services in non-urban areas — an example of the widespread interest and concern for providing special services as the need is recognized.

In 1971, 236 classes for children with special problems were operated with 1,746 students enrolled. The actual number of students served was somewhat above this figure as students moved into and out of these special class settings during the year. The number of children served by teachers of the homebound or teachers in hospital wards fluctuated greatly from week to week and from month to month.

An excellent example of co-operation between educators and other agencies providing services to handicapped children was the development of institutional services. Many children found themselves in some form of institution for non-educational reasons — legal, medical, etc. Arrangements are now commonplace for the local school system to provide educational services for the children in such institutions. In this way, a student was able to continue his education uninterrupted or, at least, to maintain some progress during the time that he was in the institution. The Calgary Public, the Edmonton Public, and the Edmonton Separate school boards all provided such services, as well as the County of Ponoka, the Red Deer Public Board and the Sturgeon School Division. A total of 113 classes were provided in institutions and served over 800 students.

Private Facilities for Children with Special Problems

A number of charitable associations or agencies operated facilities for children with specific handicaps. Children of school age were eligible for tuition grants when attending facilities approved by the Department. The Edmonton Association for Learning and Language Development operated a private school for young children with learning disabilities. The Calgary Association for Children with Specific Learning Disabilities operated a pre-school class in space provided by the Calgary Public School Board. The Edmonton Association for the Hearing Handicapped operated a small class for multiply-handicapped deaf children in space provided by the Alberta School for the Deaf. This Association also operated a pre-school program for hearing handicapped children in space provided by the Edmonton Public School Board. Department approval was given to the Autistic Society for a school for autistic children in Edmonton which began operation in September 1971.

Visually Impaired Children

Services to visually impaired children in Alberta schools increased again this year. More children were identified as requiring special services which were supplied by the Department's Consultant for the Visually Impaired through consultation with school personnel, liaison with auxiliary services, and by provision of materials in large print, tapes, or braille — depending on the individual student's needs. Large print texts were purchased from publishers. Texts which did not exist in large print were prepared through the microfilming services of Xerox of Canada Ltd., Winnipeg. Brailled and taped texts were prepared through the co-operation of the Canadian National Institute for the Blind in Edmonton and Calgary and with the assistance of various school boards. These materials were maintained in the Special Education Library at the Department and were distributed free of charge to visually impaired students throughout the Province.

Eighteen braille-using students attended regular classes in the Province. Some registered blind and partially sighted students attended one of five low vision classes located in Calgary and Edmonton. Seventeen blind children required the educational services of a residential school for the blind. These students were maintained at the expense of the Department, (tuition, travel and subsistence): six at the Ontario School for the Blind, Brantford, and eleven at Jericho Hill School for the Blind, Vancouver.

Continuing the Department's policy of returning braille-using students when ready from the residential school setting, four blind students returned to schools in Alberta at the end of June 1972. Work is going on currently to assist pre-school blind, multi-handicapped, and partially sighted children. Excellent co-operation between the Department and the Canadian National Institute for the Blind and other individuals and organizations is making progress in this area possible.

The Consultant for the Visually Impaired was involved in the Outdoor Science Education program in Calgary — a first in Canada for visually impaired students.

Classes for Moderately Retarded Children

Moderately and severely retarded children are usually referred to as "trainable mentally retarded". Trainable children attended classes where physical and language development were fostered by special curricula and where they received training in social living and other skills.

The two schools for trainable children in Calgary were operated by the Calgary Public School system; the Lethbridge Public and St. Paul Public School Districts also operated schools for retarded children. Department financial support was provided as for other special classes. Elsewhere in the Province, 17 schools for trainable children — excluding those at the Alberta School Hospital, Red Deer — were operated by local Associations for the Mentally Retarded. Support was given through tuition grants to these charitable associations. Two new schools (High Prairie and Olds) began operation during the 1971-72 school year and were approved for grant support. Of all trainable retarded children receiving financial support for their education through the Department, one third were served by regular school systems during the 1971-72 school year. Before 1969, no trainable children were in attendance within any regular school system.

The residences built and operated by Associations for the Mentally Retarded in conjunction with retarded children's schools have proved useful for non-resident children and have helped to stabilize the enrolment of smaller schools.

Seven Alberta children were enrolled in the Parkland School (for the trainable retarded) at Lloydminster, Saskatchewan.

Field Services



Report of the Field Services Branch

B. L. Stringham
Director

While schools are administered by locally elected school boards and their appointed officials, the ultimate responsibility for the quality of education lies with the Province. Because of this responsibility, personnel of this Branch work throughout the entire province, usually in very close cooperation with local school personnel. The services provided not only assist the Department of Education to perform its functions, but also directly benefit over 200 school boards and their officials, over 22,000 teachers, and, indirectly, over 400,000 students and their parents.

During the past year this Branch provided services from seven centres. Education consultants worked out of six regional offices located in Grande Prairie, Athabasca, Edmonton, Red Deer, Calgary and Lethbridge. In addition, the central office of this branch in Edmonton was staffed with several education consultants, high school inspectors and field administration officers with province-wide responsibilities.

The three major areas in which The Field Services Branch has responsibilities include regulatory functions, service functions and developmental functions.

The regulatory activities of the branch assisted in the maintenance of standards of education. Personnel of this branch interpreted the statutes and regulations which apply to education and provided some supervision in this area. Many problems and contentious issues throughout the province were investigated and local resolution of problems was encouraged and assisted. Other regulatory functions included the inspection of some teachers for certification purposes, the inspection of kindergartens and private schools, and the analysis of budget and other financial statements prepared by school jurisdictions.

Many responsibilities of the branch do not fall neatly into a category and contain elements of both regulation and service. Personnel frequently provided consultative services which ensured that procedures outlined by statute or regulation were followed. This was particularly true in regard to school elections, establishment of school districts, borrowing of money, disposition of school property, and other matters subject to specific provincial legislation. Included in these activities was the establishment of 17 public school districts. In addition, Hyline No. 5269 was renamed Killum Creek S. D. No. 5269, and Muskeg River S. D. No. 5092 and Susa Creek S. D. No. 5252 were included in Northland School Division No. 61.

The major thrust of The Field Services Branch, however, was in the service function. This branch employed personnel in all areas of academic endeavor and school administration. The services of these specialists were in great demand for many in-service and evaluation activities in schools. Consultative services were also provided to school boards and their business officials in budget review, transportation problems, and generally in all matters related to business administration. A further description of these services can be found in the section of this Annual Report dealing with Regional Offices.

The third major responsibility of this branch was in the area of developmental functions. These activities focus on the future and include the development of programs or procedures for which The Department of Education has primary responsibility. This branch cooperated with other branches in the development of improved educational programs, maintained a high level of competence among its personnel, and generally helped to provide leadership in education. More specifically, personnel served on most provincial curriculum committees, assisted local school

systems to plan or develop curricula to meet local needs, participated in the preparation of examinations, and assisted in the planning, monitoring and evaluation of special and innovative projects. Some personnel participated in the research and development associated with several special activities, including The Commission on Educational Planning, The Task Force on Intercultural Education, The Minister's Advisory Committee on Educational Finance, and The Report on Teacher Internships. A developmental program which included field testing of Program Accounting and Budgeting (PAB) was successfully concluded. A PAB Manual was prepared and widely distributed. As a result of this program a decision was made to encourage school systems to utilize this system in 1973 and to require its use in all school systems in 1974.

Developmental functions by their very nature tend to be on-going, long term activities. Work commenced during the year on the establishment of Learning Assistance Centres in Grande Prairie and Red Deer to serve as pilot projects in the provision of special remedial services to learning handicapped children. Initial steps were also taken to examine the school transportation system in Alberta. Both these activities will continue into the next year.

During the year it became evident that the location of the Zone Two Regional Office in Athabasca did not have the widespread support of the school jurisdictions this office was intended to serve. In response to numerous requests a decision was made to serve Zone Two from an enlarged Edmonton Regional Office and the office in Athabasca was closed.

Operation of Public School Systems

*Consolidated by N. J. Chamchuk
from reports of Alberta
Superintendents of Schools.*

Operation of Schools

School Finance - SFP Fund

The effects of the School Foundation Program Fund for 1971-72 appeared to have varied considerably among school jurisdictions in Alberta. Several systems indicated little problem in maintaining operations at previous levels, particularly where operational surpluses were available from the previous year. Others acclaimed the stimulus to reappraise operations and anticipated constructive adjustments in shifting priorities for expenditure. Along with depletion of surpluses, most systems indicated higher pupil - teacher ratios.

Special Services

Some systems indicated that special purpose consultant positions in areas such as music, reading and counselling were eliminated or that plans for such positions were abandoned. A number of systems noted that board allowances for band operation, field trips, and extra curricular activities were either fixed at previous amounts or discontinued. Where special programs were maintained, it appeared they were subsidized from other sectors of revenue. The general effect in rural areas of the province appeared to be a redirection towards standard fundamental education at the expense of special programs for small groups having unique needs.

Building Maintenance

Most areas reported little difficulty in funding maintenance programs. A few systems in which buildings had become dilapidated expressed concern over anticipated future deterioration, and some systems indicated revision of re-decorating schedules to longer time periods.

Long Term Effects

Most superintendents spoke favorably to the concept of three-year financial planning, although many reserved final assessments until long-term sources and amounts of revenue are delineated. In several cases, superintendents observed that forced reappraisal provided better assessment of operations, but revealed little opportunity to decrease costs. Over the longer term, some rural systems anticipated inevitable pressures for future consolidation of school facilities. In no cases did superintendents identify irreversible long term negative effects on school operation.

Centralization

The very few centralizations which occurred were the results of plans initiated several years ago. Several systems indicated abandonment of efforts where parental opposition was evident, and in the expectation that government policy supporting maintenance of dispersed services would be implemented. A number of superintendents cited savings in costs as the major factor requiring actions to consolidate attendance areas. Some urban areas reported withdrawal of high school students by adjacent areas to increase revenues of the latter as a reverse form of centralization.

Parental involvement in such decisions was intense, and outcomes generally acquiesced to the opinions expressed by parents and ratepayers.

Joint Use of Facilities

Almost all rural and urban systems reported extensive shared use of school and community facilities, many of them having reached formal agreements. The difficulty experienced by board in rationalizing the allocation of funds for extra caretaking and utilities led most to charge

nominal rental fees. In some smaller towns, underfinancing of community halls has prevented extended use of school facilities. In many centres, conflicts over the desirability of use of alcohol, tobacco, and the nature of activities which are deemed by boards to be appropriate to the image of a school have led to restrictions on usage. Reports of free school access to community recreational facilities were general.

Boundaries Three types of problems with boundaries were identified by superintendents. In rural areas experiencing depopulation, school attendance area decisions produced conflict between boards and electors. In a number of instances parents electing to have their children attend schools in adjacent jurisdictions deprived their boards of revenue, and, where mutually acceptable tuition agreements could not be reached, caused the adjacent boards to incur marginal additional expenditures to the burden of their ratepayers. Some superintendents of jurisdictions adjacent to large cities expressed concern over piece-meal annexation and development with resultant disruptions in facilities planning. The need for adjustment of system boundaries to compensate for population and transportation changes over the past twenty years was expressed by many superintendents. A few proposed consideration of general amalgamation on a regional basis. In only one case, was integration into a large rural administrative unit proposed. The major problems of several city and some large town systems seem to revolve around the uncertainty of the number of non-resident students who would attend without formal tuition agreements between the responsible boards.

Public Involvement in Decision-Making Participation practices may be effectively analyzed at three levels: school, system, and board. School relations were generally the responsibility of principals who were encouraged to disseminate information on new developments and receive grievances about local school operations. Superintendents indicated widespread reporting procedures through newspaper releases, special bulletins, meetings, and ad hoc advisory groups, and indicated universal access to their offices by the public at large.

Involvement at the school board level varied. In a few cases, boards appeared to make major decisions in isolation from students, parents and other reference groups. In others, involvement was generated by issue-centered controversies, with interest dissipating as issues were resolved. In several cases, the use of ad hoc and formally constituted advisory groups consisting of senior students, parents, and employed professional staff representing attendance areas was reported. In a few instances student representatives were invited to regularly attend board meetings. Permanent and ad hoc committees advisory to the board were more prevalent in large urban areas.

Consultation of Teachers Most reports indicated that the inclusion of consultation clauses in collective agreements caused little departure from established practices since informal interaction had been prevalent and most systems had effective structures for communication from administrative staff. Regularly-scheduled liaison meetings were frequently mentioned. There were very few reports of the formation of adversary groups. Most boards seemed comfortable in receiving constructive suggestions although a few insisted on formal written submissions.

Consultation by Teachers Urban areas reported relocations of consultants from central offices to schools, and continued demands for such services by teachers contemplating curriculum change. With increased preservice preparation of teachers, consultation roles shifted from upgrading to change facilitation. A few large rural systems employed two or three special consultants. Many rural systems had no full-time staff performing such functions, and depended upon professional development projects and departmental Regional Consultants for such service. Diagnosis of reading deficiencies and guidance for students exhibiting psychological disturbances were frequently identified needs. Consultation upon request by teachers was deemed far more effective than supervision imposed by supervisory staff.

Special Services Most rural areas reported tuition and subsistence allowances to enable handicapped students to attend special classes operated by larger jurisdictions. Special opportunity rooms were operated where economically feasible, although programs for such students at junior high school grades were limited. Close cooperation with Alberta Guidance Clinics, and assistance of the Special Services Branch of the Department of Education was frequently acknowledged.

Extensive and sophisticated services were reported in large urban areas with access provided to other jurisdictions.

Special provisions for cultural transition existed in jurisdictions having substantial enrolments of native children from adjacent reserves.

There appeared to be little identification of special needs in preschool years. Neither was much provision made to accommodate special needs of physically handicapped students except in urban areas.

Preschool Services In rural areas, some form of organized preschool was provided by private or service groups in 39 of the 54 jurisdictions reporting. Most boards had no involvement in such activities. Some assisted by providing available space free or at low rental, providing access to ancillary facilities, equipment, and materials, and permitting children to be transported on school buses. Some professional staff volunteered services as consultants, advisors, and coordinators. A few systems reported short-term orientation experiences for school beginners.

Edmonton, Calgary, Grande Prairie and federal schools were the only systems operating regular services for selected students. In other non-rural systems, reliance was placed on private or service group programs.

Regional Offices Most rural systems reported pleasure with the consultative services provided by Regional Offices. Usage was focused on professional development services for teachers, program evaluation for schools, and consultation on administrative issues for superintendents and boards. Those areas without system supervisors were most favorable to the availability of resource personnel.

A few systems indicated that distance from Regional Offices detracted from potential service. Others anticipated the service would become more sophisticated as consultants increased their specialist competencies. In some cases judgements were reserved pending further experience with Regional Office Services.

The two largest urban systems reported few opportunities for utilization since resource personnel with equal competence were already directly employed.

School Book Branch All systems indicated reliance on the School Book Branch as the primary and preferable supplier of texts and references, and extended compliments for efficiency and reliability. In cases where reference books were required for new courses, systems sometimes turned directly to publishers or to jobbers.

School Buildings School buildings in the province have been assessed as generally adequate. Where inadequacies exist, they have been attributed to construction under stringent past regulations, defective design, and forced economies in construction practices which have subsequently led to rapid deterioration of buildings and high maintenance costs. Some systems felt that extensive renovation of existing space would alleviate inadequacies; others indicate that reconstruction would be the most economical practice if changes were to be effected. A few suggested that relocateable facilities be made available on a short term basis by the Province during population transition periods. Population shifts within urban areas created problems similar to those caused by population loss in the rural areas.

Significant Developments Structures for improved communication with electors and for increased planning involvement with employees were listed as the most significant development by 13 rural and 6 urban systems. The next most frequent item was that no significant changes had occurred, but that the system had survived financial and organizational constraints (14 rural and 4 urban systems). Curriculum development and administrative reorganization were mentioned by 14 others. Other items included building completion; resource centre and library development; school consolidation or multi-campus operation; program extension to include industrial arts, home economics, special classes for intellectually retarded and preschool children, band, and drug education; employment of supervisors, more highly qualified teachers, aides, and use of parent volunteers; revision of policy handbook; improved relations with ATA; implementation of semester systems; joint use of facilities; innovative projects; and implementation of a program accounting budgeting (PAB) system of fiscal management. A number of the latter items may indicate the time lag that appears to exist in the attainment of acknowledged standards of facilities and practices by some systems.

School Year The majority of school systems continued to operate on the conventional school year basis. Five rural and four urban systems indicated shifts to opening in late August and closing in early June.

Elementary School

Mathematics

A number of systems reported concern in the past because of the tendency of many teachers to follow a single book in instruction. Presently, while the traditional one-text program is still offered in many classrooms, the majority of teachers are moving toward a multi-text approach, and are making successful attempts at individualization of instruction. Some concern is still felt that the needs of many individual pupils are not being met, even though the total program has been improved. There has been increased use of manipulative materials, and a greater emphasis on the understanding of concepts.

Increased time was devoted to the use of number games and puzzles in the classroom. This resulted in increased interest in the subject and reinforced appreciation and understanding.

Where departmentalization was introduced, mainly to take advantage of teachers' specialized training, it was generally limited to the upper elementary grades. There was evidence of grouping within the classes, but this was not general.

Reading

Most superintendents expressed concern in the area of reading instruction and a number were disturbed with what they considered to be generally low levels of achievement at the grades four, five and six levels. There were indications that the Ginn Basic Reader Series continued to be the main instructional text available to elementary teachers. Many systems, however, have adopted other recommended primary readers. Gage's Language Experience Reading Program and Copp Clark's Canadian Developmental Reading texts were the two most common additional programs. The Young Canada Readers and the Ginn Basic Readers were the programs most frequently used at the upper elementary level.

A limited number of systems have adopted many supplementary text materials, individualized reading programs, recreational reading packages, and kits at the upper elementary level to help meet the varied need of their students. Recruitment and use of support reading staff at the school and central office levels continued during the past year. Remedial reading teachers, primary supervisors, and county reading consultants were the three main types of specialized reading personnel. However, many children with special reading disabilities still remain in regular classrooms with little or no special attention.

Multi-level and multi-text materials, volunteer parent aides, comprehensive recreational reading programs, summer remedial reading programs, enrichment activities, and reading task forces are still uncommon throughout the province. A few superintendents indicated that limited finances have kept their programs to a minimal standard.

The provision for teacher in-service in and out of the classroom was considered to be the most influential factor for changing teacher behavior in the reading classroom. Wise use of trained reading personnel and publishers' in-service sessions helped teachers in planning and providing more adequate reading programs.

Physical Education

The quality of instruction continued to improve but in many instances the standards attained still left much to be desired. The effective programs were provided by teachers with a background of university course work

based on the revised approach introduced by the current elementary physical education curriculum guide. Departmentalization was used extensively to make full use of people with this expertise.

There was a general improvement in quality and quantity of physical education equipment. Some cases of inadequate facilities were reported.

A number of schools had well-established swimming instruction programs. Outdoor education is gaining momentum; two major cities, especially, gave it considerable attention and support. The large city systems have produced a number of films, filmstrips, video tapes and pamphlets to augment the limited selection of such materials available for inservice work from other sources.

Junior High School

Group A Options

These options include the fine and practical arts; art, drama, music, industrial arts, home economics, typewriting, agriculture, and languages other than English.

Larger schools and systems tended to offer a wider range of these options, and attracted the more highly qualified teachers required to implement the programs effectively. Small schools usually offered a limited number of options and often had to arbitrarily assign students and teachers without proper regard for interest, ability, or preference. However, in spite of financial constraints and other problems, many jurisdictions reported success in upgrading their programs through the employment of teachers with more specialized training, and by providing better facilities and equipment for those elective courses for which there is an increasing demand.

Some systems gave higher priority to the practical electives rather than to the more cultural subject fields. This has had an adverse effect on the latter when programs have had to be curtailed, except in cases where local support for fine arts has been sufficient to maintain the programs.

Cross-grading of students in grades seven to nine in the Group A electives is becoming a common practice, as it tends to congregate students into groups with common interests, and to minimize scheduling problems. Moreover, the restriction of boys to industrial arts and girls to home economics classes is gradually disappearing.

Some schools experimented with a semester system at the junior high school level to determine whether this system works to the advantage of the students and teachers concerned. Some courses such as typewriting and French appeared to suffer when periods are too long; others, such as drama and music require continuity throughout the year.

Many jurisdictions reported the need for considerable in-service work to upgrade the quality of instruction or the level of skills of teachers and that increased use is being made of the personnel and services of the Cultural Development Branch, particularly in workshops in drama and music. Many schools also took advantage of travelling groups such as Citadel-on-Wheels to stimulate interest in creative drama.

Art The single most important ingredient in determining the quality of the art program was the teacher. Few highly qualified art teachers were employed as specialists at the junior high school level and other teachers with some interest or skill in art were frequently assigned to teach the program. Many of them were not familiar with the objectives, content, or modular

organization of the new art program and there was a tendency to emphasize the production of objects as ends in themselves rather than as part of an exploration in depth in a number of planned, sequential and purposeful art experiences for the pupils. Some very excellent work was done where teachers were well qualified and enthusiastic.

Art and craft programs increased in popularity, particularly where stimulating programs were offered and students had an opportunity to take part in new creative experiences with a variety of media and materials. Facilities and resources for art instruction were, however, inadequate in most junior high schools. Usually regular classrooms were used; in some cases former laboratory or other space was converted to art room use; only rarely were there especially designed art rooms. The facilities often lacked sinks, suitable working surfaces and storage and display space. Resource materials such as books and audio-visual aids and basic tools and equipment were also very limited and the time available for art instruction in many schools was insufficient for students to complete work satisfactorily.

Drama Drama was the least developed of the fine arts options. This was due to a shortage of teachers with suitable qualifications, a lack of adequate facilities, the new and more demanding drama program, a tendency of many school boards to regard the fine arts as frills, and financial constraints.

Drama, nevertheless, gained increased recognition and popularity, particularly where the new more creative approach was used successfully and students came to recognize the value of the program in their own personal development. More traditional programs which tend to emphasize the production of scripted plays for public performance were still offered in some districts, but there was a tendency to make increased use of the revised program as teachers became more familiar with its objectives and the recommended procedures.

Adequate facilities, equipment and materials, provided in well designed drama rooms were found only in a small minority of schools, usually in larger centres. However, the initial phase of the new program can readily be adapted to available space and there is less dependence on a formal stage setting. Certain basic equipment is still required.

Music The standard of instruction in music still varied greatly from school to school depending on the ability of the teacher and the kind of program offered. In larger schools where music specialists were employed, programs were sufficiently broad and flexible to meet the varying interests of junior high school pupils. In smaller schools the limited programs usually did not. Traditional choral programs appeared to have lost their appeal, particularly to boys. Many teachers were not capable or willing to include contemporary rock and pop music, accompanied by guitars and other chording instruments, into a choral program. Good mixed choral groups are becoming a rarity; however, there were some excellent girls' glee clubs and choral assemblies in certain schools.

Interest and participation in band programs increased despite the initial heavy expense of this kind of program. The school band, unfortunately, because of its popularity tended to supplant the choral and listening programs, and often became the only music program in the school. School bands were also more prestigious than other instrumental groups and got more public recognition.

Comprehensive music programs did exist and flourished in a small number of junior high schools. There has been a trend in recent years for school authorities to acquire better qualified teachers of music for junior high school classes, but recent financial constraints have had an adverse effect and in some cases there were cutbacks in personnel and support.

Industrial Arts and Home Economics

These subjects tended to remain high priority options in many jurisdictions because of their practicality. Some jurisdictions, however, reported decreasing enrolments and interest and consequent curtailment of the programs. The costs of maintaining these programs also posed problems. Where a more individualized approach is used and the teacher had competence and enthusiasm, the programs were regarded as successful. Some complaints were reported in cases where the program was too rigidly structured and traditional in approach.

Typewriting

This program was one of the more popular practical electives where it is offered. The standard of achievement rated at least satisfactory in most cases and was often very good.

Languages other than English

French was the second language most frequently chosen in this field; Ukrainian was next in choice. In the language programs the competence of the teacher and local attitudes toward the program had a distinct bearing on the success of the program. Many areas reported good to excellent achievement but there were also indications that some districts had problems in maintaining interest and developing continuity of programs over a period of years.

Group B Options

These are academic electives which supplement the compulsory courses and give students an opportunity to explore their growing interests and abilities. The Department of Education does not provide course outlines for these electives.

Varying degrees of success were reported. In some schools teachers are getting more proficient in developing these programs and feel quite confident with the courses. In other schools only moderate success was reported with teachers still hesitant to undertake this unstructured area of the curriculum. The offering usually varied with the size of the school.

Since no curriculum was provided for these options a variety of trends and approaches have been developed. In some schools they were mere extensions of the "core" subjects and took an academic direction; in other schools the options developed toward leisure time interests, hobbies, extra-curricular activities, recreational pursuits such as hunting, survival courses, camp-outs, outdoor education and a dabbling in other languages.

Some of the common concerns about Group B options were:

1. Too much similarity with core subjects.
2. Lack of structure and guidelines and difficulty in evaluation.
3. They frequently became remedial courses.
4. Teachers were unprepared to handle the courses.
5. Lack of instructional resources.
6. Teachers lacked the time, experience and resources to develop suitable programs.
7. Too often courses were selected on the basis of teacher interest rather than pupil interest.

In general, teachers and administrators experienced fewer problems and they developed more insight into the purposes of the courses. However,

the Group B options did not meet with the same enthusiasm as Group A options.

Group A Options

Mathematics A good number of systems reported the mathematics program as being unsatisfactory, but that the situation was being remedied as modified programs were implemented. In some instances one of the basic textual series was supplemented by at least one other series. A good attempt has been made to de-emphasize the single text approach, particularly in the urban areas, to meet the needs of individual pupils. It is expected this trend will continue as better alternate materials become available.

The few continuous progress programs attempted experienced varying degrees of success. There is a high degree of departmentalization in most schools.

By and large an excellent program was provided for the academic student. Meeting the needs of the less able student was more difficult but some progress was made. More attention was also given to the improvement of the computational skills.

Health and Guidance Evaluations of health instruction ranged from weak to good. Reasons frequently given for dissatisfaction were: minor status given to the subject by administrators, assignment of instructors by convenience in timetabling, repetition of content, and the need for up-dating the course. Where the assessment was that the program was effective, credit was given to personnel with requisite subject matter qualifications, the use of community resources, the availability of a variety of media utilized for reference information, and the use of team-teaching.

Senior High School

Special Projects Special projects for high school credits were carried out in seventy jurisdictions. The number of students taking part in projects in these jurisdictions ranged from two to forty-five but eighty percent of the jurisdictions had no more than ten pupils involved.

Nearly all of the seventy jurisdictions reporting were pleased with the concept and hopeful for its success. They felt the projects were an asset to the high school program and served a very useful purpose. Pupils were reported as being interested and enthusiastic. The "student store" project was the most popular with the "library" project running a close second. Supervising teachers showed enthusiasm for the projects even though they were very time consuming and demanded close supervision.

The reports carried many statements of caution for jurisdictions embarking upon the scheme for the first time. The projects require competent and conscientious teacher-supervisors. At least thirty percent of the systems stated that their projects need much closer supervision and better teacher leadership. Continued and sustained student interest was essential since the projects depend so much on individual pupil research and initiative. Long and involved projects sometimes suffered from a loss of interest. However, few projects were actually dropped and most of them were completed with varying degrees of success.

Generally the demand for special project credits in 1971-72 was not overwhelming but superintendents report increasing interest in the scheme for 1972-73.

Work Experience Programs

Work experience programs have been greeted with considerable interest and enthusiasm by many schools in the province. They appeared to be well established in some of the urban centres and in many rural jurisdictions, particularly those having high schools located in larger centres. In those schools where programs have been operating for one year or more, reports indicated that these have been generally very successful and will be expanded further in order to provide for greater student participation.

The success of work experience programs may be attributed to:

1. careful planning and organization on the part of the school.
2. adequate student supervision.
3. meeting and accomplishing the objectives of the course satisfactorily.
4. enthusiastic co-operation and acceptance by the business community.
5. high student interest and participation.
6. satisfied students and satisfied employers.

Many schools which have not as yet introduced work experience programs in the curriculum have indicated that introduction of such programs is anticipated in the future. One deterrent to implementation of the work experience course frequently mentioned was the lack of a wide range of industrial and business establishments in the smaller communities.

Students participating in these programs were, for the most part, those who were registered in business education, vocational education, or a general diploma program. Very often school schedules were arranged to provide for a half day of regular classroom instruction and a half day of on-the-job experience with an employer. In addition to the valuable on-the-job learning experiences gained, the work experience program often resulted in permanent job placement for students after graduation from high school.

Industrial Arts

Generally, superintendents and consultants stated that instruction in this area was good. The programs offered were relevant and met the needs of students. However, in some areas of the province, superintendents indicated that deficiencies in the quality of instruction and inadequate facilities dampened the enthusiasm of students resulting in somewhat lower enrolments. Most student interest is exhibited in grades seven through ten.

Where good teaching prevailed and facilities had been upgraded to undertake the teaching of the new program, industrial arts was a popular program from the standpoint of enrolments and benefits derived.

Social Studies

The new social studies program was well received by high school teachers and their students. Introduction of the decentralized unstructured approach, while causing some apprehension, permitted students and teachers to choose problems relevant to them and their community. While some concerns were expressed about local curriculum development, the programs which evolved provided for a wide range of activities and produced sincere efforts to grapple with the problems and values that face youth and society today.

The success of the new social studies depends on the attitude, the talent, and the training of the high school teacher. However, teachers are usually specialized at this level and are providing the kind of leadership to students which results in a relevant and dynamic program.

Leadership for the implementation of the new program came from the Social Studies Council of the Alberta Teachers' Association, from the Universities, the Curriculum Branch and the Regional Offices of the

Department of Education, and particularly from administrators and teachers at the local level. Numerous institutes and workshops were held during the past year and these contributed to the relatively successful change in the new program.

A major problem encountered was that of getting appropriate materials for student research. Canadian and local content was sometimes difficult to find on a reading level that the students could use. The cost of providing these materials also caused some concern. Another difficulty was the evaluation of changes in student attitudes but some methods now being developed hold promise in this regard.

Driver Education

Driver Education 10 is a two-credit high school subject. The presentation of the course on a credit basis has resulted in a greater emphasis on the course. However, the majority of the schools offering the course tend to be in centres outside of the two major cities.

Some school systems appear to have delayed the introduction of the course because they have felt that the costs of presenting the course would be very high. Other school systems have stated that they felt that private organizations have been able to provide this service. Still other school systems have indicated that there is a very limited supply of qualified instructors.

Costs of the course are borne by the school jurisdiction although in a number of cases students pay a fee to defray the costs of in-car instruction. Car dealerships in many centres have been very cooperative and have special arrangements for the provision of cars for the in-car training portion of the program.

Schools offering Driver Training state that the course is contributing to student learning and that the course has a legitimate place on the high school program.

Locally Developed Courses

A majority of jurisdictions reported that no locally developed courses were offered in 1972.

A significant number of Catholic school systems, however, perceived a need for programs in religious education; accordingly, they developed courses for Religious Studies 15-20-35 which were approved by the Minister. One rural school system also requested permission to offer Agriculture 15. In addition, considerable program modification took place, as in previous years, in an effort to provide suitable curricula for pre-employment classes.

It would appear that the prescribed courses of study, together with Group A and B options at the junior high level, special project credits at the senior high level, and the provision whereby boards may authorize textual materials other than those now recommended, generally enabled school systems to implement effective programs without recourse to locally developed courses. This does not mean that local jurisdictions were not involved in curriculum development. School systems continued in their efforts to enrich, modify and adapt existing curricula to the needs of individual students living in an increasingly technological and complex society.

The Regional Offices

*Consolidated by N. J. Chamchuk
from reports submitted by the
Coordinators of the Regional Offices.*

Some Major Activities

Investigations and Surveys

All regional offices acted as mediating agencies in a number of investigations and surveys required by the Minister and senior officials and by ascertaining facts and opinions on issues, assisted in the resolution of grievances and conflicts, and assured effective communications between parties. In some cases, requests for assessment and advice were initiated by school systems. As a result, reviews of selected school operational policies were undertaken by boards, and effective interfaces permitted grieving parties to achieve mutually satisfying resolutions to issues. In some cases, alternatives for long-term development were generated for the consideration of appropriate authorities.

Inservice

Work with teachers centred around curriculum change from K-12 was performed through classroom visitations, group meeting, planning, development, and participation in workshops, institutes, conferences, and conventions. Additional informal contacts were made during school evaluations.

Consultant advice, and assistance in interpreting legislation and regulations regarding teacher contract termination, program accounting and budgeting, the School Life Extension Program and building programs, and financial and other reports was provided to secretary-treasurers. Other interaction and liaison was maintained with educational organizations, universities, parents, publishing corporations, and zone conferences of superintendents. Informal reviews of contentious issues were provided for individual superintendents and boards.

Team Evaluations

All offices except one were involved in the conduct of comprehensive evaluations of school operation by "external" consultants. Plans for the evaluation were cooperatively developed with the system and school administrators, and written evaluation reports were submitted. Although individual trustees expressed some concern over some items of reports, their general nature was favorably received and appreciated. Boards, superintendents and principals frequently request such evaluations and expect that such activities will remain a regular function of regional offices.

In one region, the consultants assisted schools in planning and developing self-evaluations. Increased involvement of teaching staff and greater commitment to recommendations were reported. The extension of evaluatory competence from regional consultants to resident staff was noted as a beneficial secondary effect.

Teacher Evaluations

Inspections of teacher competence were generally restricted to teachers in small systems without superintendents, or to special requirements identified by senior officials of the Department, and the incidence of such cases was fairly low. Teachers were reported as perceiving the inspectorial role in conflict with the desirable service and consultative roles.

Special Projects

Special projects initiated by regional offices included publications of newsletters and preparation of resource materials, video-tapes, handbooks.

- One region established a resource centre for examinations of commercially published instructional materials.
- Planning for the establishment of regional learning assistance centres was undertaken.

- Special studies on school year modification, intercultural education, and preschool services were completed or continued.
- The superintendent-at-large provided necessary services to a number of districts unable to appoint superintendents.
- A number of official trusteeships were fulfilled by designated officers.

Perceptions of Selected Field Problems by Education Consultants

SFP Fund Reports of the regional offices generally concurred with those submitted by Superintendents of schools. On the matter of School Foundation Program Fund, disproportionately large increases in pupil-teacher ratios in large rural schools were noted as tactics to maintain the financing of otherwise uneconomic small and isolated schools.

Population Shifts The general decline in numbers of school beginners was noted for all regions. Drift from rural to urban areas was evident but had not yet reached critical proportions. The sprawl of acreage residences from cities into adjacent systems created serious planning problems in many cases. Some rural jurisdictions were caught in an expenditure squeeze where previously economic centralizations were losing their economic viability and yet further consolidation was impractical.

Joint Use of Facilities Views on the extent of implementation and the associated problems were the same as reported by superintendents.

Special Services Regional offices agreed that sophisticated and extensive services were available only in urban areas, and that opportunities for effective diagnosis and subsequent special treatment in rural areas were grossly inadequate.

Preschool Education Regional office reports confirmed that extensive programs are operated by non-profit independent groups. The quality of programs appeared to be highly dependent upon the personal qualities of teachers. Some conflict between the propriety of downward extension of Grade 1 schooling and the generally free and open climate of kindergartens was noted.

Differentiated Staffing Most reports indicated that there was little re-allocation of professional roles except for relief from supportive tasks where aides were employed and the services of volunteers utilized.

Instructional Organization The concepts of non-graded instruction, streaming, enrichment programs, individually programmed instruction (IPI), and other departures from standard practice received favorable acceptance. However, implementation of such practices was fairly limited, and most jurisdictions maintained conventional self-contained classrooms.

Media The increasing availability of hardware, videotape recorders and cameras, audio systems, projectors, etc., was noted. In many cases, supporting tapes, print materials, films, and other non-durable software were in short supply.

School Administration



Division of School Administration

L. G. Hall
Director

During the past year the Division directed much of its attention to the school building program including new construction and upgrading of existing facilities as well as providing consultative services to boards and superintendents. In this respect the Supervisor of the Buildings Branch and also the plans examiners, building inspectors, and maintenance supervisors were constantly involved.

Close liaison was maintained with other interested agencies and with the field administrative officers operating, under the Director of Field Services, with the school boards of the province. Interest was expressed in general insurance protection for school buildings, more uniformity in building Code requirements, joint use of facilities and use, and service of land reserves for school sites.

The Division explored existing accommodation and considered greater use of some of it by extended conveyance services. Conclusions were significant in considering recognition for more building. School construction declined further in the summer and fall of 1971, partly because of delayed approval of bylaws and partly because population increases were less than expected. The succeeding attention upon revised enrolment projections and existing accommodation prompted a survey concerning the extent of unused classrooms throughout the province. Results indicated available space which might be utilized through reorganized attendance areas or conveyance of pupils from some centres with limited facilities. Requests for new buildings were again reviewed to consider the urgency for construction or possible alternatives.

Increasing insistence on use of vacant classrooms prompted emphasis on extending the physical life or usefulness of old buildings rather than building new ones.

In early 1972, a School Life Extension Program was initiated whereby financial support was accorded to remedy structural weaknesses, inadequate mechanical or electrical services, and approved upgrading that would prolong the life expectancy of old buildings. School boards selected projects for improvements and the School Buildings Board approved work to be done which would be acceptable for a specified amount of support. The amount varied according to the age and construction quality of the building. A fixed amount was allocated as a limit of supported borrowing for this purpose. Though there were varying suggestions of increasing construction costs, no changes in capital support were instituted as tender prices in scattered locations reflected construction bids comparable to the support amounts. However, some school authorities sought more freedom concerning the extent and design of facilities, emphasized rising costs, and indicated a possible decline of high-quality specifications.

In response to such concerns, the Department seconded the Director of Administration to prepare a survey on the provision of school facilities throughout Canada. Information useful to Alberta was thus consolidated and may indicate directions for any revision of Building Regulations. At the beginning of the study Dr. S. N. Odynak became Acting Director of School Buildings.

School Buildings Board

Membership commenced in 1971 as it had been in the previous year:

L. G. Hall, Department of Education, Chairman

J. M. Currie, Treasury Department, Member

J. S. Hrabí, Department of Education, Member

G. D. Menzies, Department of Public Works, Member

J. H. Blocksidge, Co-ordinator, School Buildings Board, Member

L. S. Grant remained as Secretary.

During the year membership was partly changed by Order-in-Council:

S. N. Odynak, Department of Education, replaced L. G. Hall, as Chairman

R. A. Splane, Treasury Department, replaced J. M. Currie

H. I. Hastings, Department of Education, replaced J. S. Hrabí.

During the calendar year 1971 there were 47 half-day meetings of the board, in which approximately 1,829,000 sq. ft. of new construction were recognized. It also dealt with the Special Renovation Program 1971, for which support was available to \$2,000,000.00 in the cities of Edmonton and Calgary, and \$2,000,000.00 in other parts of the Province, to provide for improved educational facilities in older schools which would not otherwise have received them by new construction, and thus to make educational opportunities more comparable to those provided for in new schools.

No revision of the School Buildings Regulations has occurred since May 20, 1970.

Other Services



Certification of Teachers

J. I. Sheppy
Registrar

The office of the Registrar is involved in teacher certification in the following ways:

- Issues certificates of qualifications to teach.
- Administers the regulations governing the certification of teachers.
- Assesses the credentials of teachers from outside Alberta applying to teach in the Province.
- Maintains records of professional standing and teaching service of all teachers in Alberta.
- Issues professional statements.
- Evaluates documents of secondary school students coming to Alberta from other countries.

The Registrar is Secretary to the Board of Reference, the Teaching Profession Appeal Board and to the Board of Teacher Education and Certification. He is also in charge of the teacher exchange program.

General Teacher Certification

Detailed statistics on teaching certificates are contained in the supplement. In summary:

- A total of 7,507 certificates were issued, a decrease of ten percent from 1971.
- Of this total 4,870 or almost sixty-five percent were professional certificates, an increase of eight percent over 1971.
- Eighty-four percent of all Interim certificates were issued to teachers in Alberta, sixteen percent to teachers from other provinces or other countries.
- Of certificates issued to out-of-province teachers 337 or about fifty-seven percent came from other Canadian provinces and forty-five percent of these (150) were from Saskatchewan. Another three percent (18) were from the British Isles and Ireland, and four percent (22) from other Commonwealth countries. Thirty-two percent (186) were from the United States of America and the remainder from other countries.
- A total of 23,177 certificates were held by teachers under contract, an increase of 307 or one percent over 1971, and an increase of twenty-three percent in five years (1967 - 18,758).
- In 1972, a total of 12,222 university degrees were held by teachers. This is an increase of six percent over 1971.
- There was a decrease in the number of Letters of Authority issued. (156 in 1972 as compared with 418 in 1971, a drop of sixty-three percent).

There were thirty appeals for Boards of Reference. Seventeen appeals were withdrawn and of the thirteen that were heard, five appeals were allowed and eight were disallowed.

Research, Development and Examinations

Dr. J. E. Reid
Director

Effective April 1, 1972 the Branch name was changed from Operational Research to Research, Development and Examinations. The new title more accurately describes the services this Branch renders.

A breakdown of activities is given under three headings — Research, Development of Educational Data Processing, and Examinations and Student Records.

Lacombe County Census

Assisted in the design of a questionnaire for providing census and student data. Computer programs were developed to provide the required census data and to determine present and future student enrolments in various attendance areas.

Early Childhood Pilot Program

Provided the appropriate statistical analyses on a battery of locally-developed and standardized tests covering both the parental and childhood data in various areas of the Province.

Secondary Language Arts Project

Assisted the Curriculum Branch in the tabulation of student and teacher data regarding the instruction of Language Arts at the secondary school level.

Regional Office (Zone 4)

Provided statistical results for Curriculum Evaluation, School Morale, Grading and Reporting, Student Beliefs, and Independent Study questionnaires for various areas by school.

Program and Budgeting

Developed a series of programs for the revised version of the experimental "Faculty Workload Study".

Counselling and Guidance

Assisted in the development of a survey of Guidance Services for the use of Regional Offices in the Province. Results were processed and tabulated and forwarded to the Regional Office for evaluation.

Alberta Teachers' Association

Provided the statistical data for the replication of the study on "Geographical and Occupational Mobility of Alberta Teachers". Assisted also in the development and processing of the "Survey of Changes in School Services".

Test Development Section

Provided data required in the development of Grade XII examinations. Item analyses were also provided for all Grade XII examinations administered during the 1971-72 school term.

Development of Educational Data Processing Systems

Student Information System

During the 1971-72 school year a new Student Information System was implemented. The system uses the computer extensively in maintaining academic records for all students currently registered in Grades IX-XII in the Province. The following tasks are handled by the system: (a) registration of students, (b) verification of information on file with the student, (c) reporting and recording of final marks in each subject for Grades X-XII, (d) scaling of Departmental examinations, (e) issuing of result statements, (f) issuing of transcripts, (g) issuing of both junior and

senior high school diplomas, (h) registration of schools, (i) preparation of lists of operating schools, and (j) production of statistical reports.

Students' Finance System

In co-operation with the Provincial Data Centre, the Branch commenced with the design and implementation of a data processing system for the Students' Finance Board of the Department of Advanced Education to assist in the areas of student assessment and accounting. The student assessment sub-system, designed for the purpose of issuing grants and loans, will be in operation effective January 1, 1973. The accounting sub-system which is currently operational maintains a record of each student who has a Provincial loan, computes the interest to be paid by the Provincial Government to the various branch banks on each account and reports regularly to the branch banks on the status of each of their accounts.

Minister's Advisory Committee on School Finance

For the purpose of assisting this Committee in the development of a new school foundation policy, a series of simulation programs were developed.

Finance, Statistics and Legislation

Assistance was provided by means of computer programs determining the number of students at all grade levels in Alberta who receive instruction in French as the primary language of instruction and who study French as a second language. Claims were made to the Government of Canada in accordance with the Minority Language Program Agreement.

Examinations and Student Records

Grade XII Departmental examinations were administered in November (trimester), December, January, March (trimester), June and August. The total number of students receiving Departmental examination result statements for each examining period were: November - 480; December - 2,059; January - 16,398; March - 458; June (early session) - 6,754; June (late session) - 14,200; and August - 3,253.

The results of Grade XII students writing Grade XII Departmental examinations were analyzed at the end of each examination schedule to determine the number of students eligible for entrance into an Alberta university or college. This analysis is completed by geographic area, sex and the number of years spent in high school. A total of 1,005 students received matriculation standing at the end of the first semester and 8,660 completed matriculation at the end of the 1971-72 school year.

The records of approximately 30,000 Grade XII students registered during the 1971-72 school year were canvassed to determine the eligibility of a high school diploma according to the regulations outlined in the 1971-72 High School Handbook. A total number of 19,011 students were issued diplomas.

A total of 63,502 transcripts of high school records were issued from September 1, 1971 to August 31, 1972.

A total of 32,932 students wrote the Junior High School Achievement Battery of examinations in March, 1972. Summaries were forwarded to all junior high school principals in the Province. Grade IX diplomas were issued and forwarded to the schools for distribution to the students qualifying in June, 1972.

School Book Branch

W. F. Logan
Manager

The School Book Branch has completed its 58th year of public service as a wholesale distributor of school books in Alberta. The Branch operates on a non-profit basis and is self-sustaining since it pays for all the charges entering into the costs of operation from a small mark-up on textbooks.

Financial Report

Statistics from the last report of the Provincial Auditor, based on the twelve-month period between April 1, 1971 and March 31, 1972 provide the following information:

- (a) Total sales for the fiscal year amounted to \$4,158,203.84, a decrease of \$319,112.65 or 7.13% over the previous year. This is the second consecutive decline in sales since 1960 and can be largely attributed to continued tight-budget policies experienced by most school boards. The total sales figure can be divided into the following six categories: basic texts and workbooks 73.33%; library books 1.56%; test material 1.48%; special order titles 7.48%; vocational texts 0.92%; N.A.I.T. Bookstore in Edmonton 8.42% and S.A.I.T. Bookstore in Calgary 6.81%.
- (b) Purchases for the fiscal year were \$3,307,112.39. The majority of this stock (approximately 393 tons) was transported from Eastern Canada by lake from Toronto to Port Arthur and by rail from Port Arthur to Edmonton. Large supplementary orders (about 276 tons) were brought in by truck. Approximately 7,327 pounds were hauled by railway express and 31,292 pounds were shipped by mail. Total weight of all books purchased was 1,376,997 pounds.
- (c) The total physical inventory at March 31, 1972 was valued at \$1,467,115.16, which is 35.28% of total sales and \$310,735.78 less than last year's inventory value. The trend to multiple authorizations in most subjects makes it difficult to keep the inventory at a low level while providing satisfactory service to the public.
- (d) Net loss for the year was \$27,725.42, slightly over one half of one percent of total sales.
- (e) The total operating expenses amounted to \$515,498.31. This is 12.4% of total sales or 14.27% based on invoice cost of goods sold.
- (f) The School Book Branch had 34 dealers serving the school population. These dealers sold books to the value of \$123,904.64 which represents 2.98% of total sales.

Special Order Service

In April 1969 the School Book Branch discontinued buying books on special-order basis for school boards and educational officials because of limited facilities to cope with expansion of service in this area. However, due to the authorization of more than 500 reference books in Junior and Senior High School Social Studies, together with the removal of all primary and secondary titles previously stocked by the Branch, it was decided that the School Book Branch would once again become engaged in Special Order Service. The net sales in this category were \$311,080.00 and it is expected that this section of the business will continue to grow.

Textbook Rental Plan

The Textbook Rental Plan, which was first introduced in 1952-53, continues to enjoy success in reducing the cost of books made available to students. The majority of the school systems are in the rental scheme. This year, the following school boards joined the plan:

Wainwright School Division #32	Edmonton Hebrew School
Wainwright C.S. S.D. #31	Mynarski Park S.D. #5012
Red Deer Christian School	

The amount of Government subsidy to administer the rental plan during the 1971-72 fiscal year was \$500,259.25. Rental Plan sales were \$1,997,812.32 which represents 48.05% of total School Book Branch sales.

Report of the Personnel Officer

D. B. Pinckston

The Personnel Office, during the last ten months, has been serving the needs of both the Department of Education and the Department of Advanced Education. While one purpose of the branch is to ensure the orderly processing of personnel documents, and that all benefits and conditions of employment are rightfully afforded all departmental employees, the Personnel Officer, together with his assistants, advise branch heads in the application of personnel policy consistent with the Public Service Act and accompanying regulations.

During the past year this branch has conducted seventeen selection panels from which a total of sixty people were appointed to positions in the departments. Position classification reviews, including job descriptions submitted for updating purposes only, totalled forty-nine transactions.

Of significance this year was the introduction, on May 1, 1972, of a collective agreement between employees represented by the Civil Service Association of Alberta and the provincial government. The ramifications of the formal agreement, which includes a four step grievance procedure was explained to managerial personnel in training sessions conducted prior to the implementation of the agreement. No formal grievances presented in the format set out by the agreement were received by this department to the year ending June 30, 1972.

Promotions and transfers within the department are mentioned elsewhere in the report.

Department Staff Complement

Name	Appropriation	Filled	Vacant	Total
Minister's Office	1301	3	1	4
General Administration	1302	53	4	57
School Buildings	1315	25	2	27
Personnel Office	1317	7	0	7
Field Services	1321	95	14	109
Counselling & Guidance	1322	2	1	3
Registrar	1323	13	1	14
Special Education Services	1325	14	1	15
Correspondence School Branch	1331	149	39	188
Alberta School for the Deaf	1332	90	13	103
Curriculum	1341	14	1	15
Audio Visual Services	1342	27	3	30
Research & Development	1344	47	6	53
Communications	1345	3	1	4
School Book Branch	5004	46	5	51
		588	92	680

The Communications Branch

Larry T. Shorter
Director

The Communications Branch is primarily concerned with providing linkages between people who have information and people who need information. The branch's major emphasis is on relating departmental programs and policies to the public at large, to learners, and to education's many stakeholder groups. Less evident but of marked importance, is the branch's internal role of linking policy development to policy enunciation and of orchestrating departmental communications.

In some respects this branch performs a translation role. It attempts to translate complex educational programs and policies into terms more appropriate to the public forum. At the same time, it monitors the public forum, translating public reaction into educational policy information.

During 1971-72, the Communications Branch served both departments in education as well as assisting many organizations and institutions outside these departments in the performance of their educational responsibilities. While the results of these many consultations within and without the departments cannot be easily weighed or measured, some of the branch's activities can be itemized:

Publications The branch prepared, published and distributed: 4,000 copies of a 30 page booklet entitled Share It! dealing with the community use of schools; 40,000 copies of Education Facts and Figures, a six page brochure of useful information about the department's 1971-72 operations; 2000 copies of the department's Annual Report.

News Releases 101 news releases, 11 feature articles, 40 photographs and 4 audio tape clips were produced and distributed.

Conferences The branch convened the Invitational Conference on the Modified School Year, held in Red Deer; a ministerial tour of Central and Southern Alberta High Schools; four press conferences; three press tours in connection with the release of the report of the Worth Commission on Educational Planning; teamed with the Bureau of Public Affairs in presenting the Worth Report to the public.

Education Week In cooperation with other educational agencies, produced a 30 minute TV program on Education Week for provincial distribution; sponsored the "Deputy Minister for a Day" contest.

Commission on Educational Planning Served as public relations consultants to the Commission. Also responsible for liaison between the Commission and the departments in education.

Bureau of Public Affairs Coordinated the activities of the Department of Education with the activities of the Bureau of Public Affairs.

The Communications Branch is staffed by a director, an information officer and two secretaries. Beginning October 15, 1971, Mr. Larry Shorter went on six months educational leave. In his absence Mr. Dan Ewasiuk served as Acting Director.

Statistical Appendix



Statistical Appendix

Contents

Table A	Enrolments in High School Academic Subjects
B	Enrolments in High School Vocational Subjects
C	Special Programs
D	Classes for the Mildly Retarded
E	Classes for Children with Special Problems
F	Classes for Moderately and Severely Retarded Children
G	Correspondence School Branch
H	Field Services Staff Changes
I	Construction of School Buildings
J1 - J7	Teacher Certification and High School Record Evaluation
K	Organization of Schools
L	Operation of School Districts, Divisions
M	School Districts Established, Dissolved
N	Operation of Schools by Jurisdictions
O	Distribution of Pupils, by Sex, Age and Grade
P	Distribution of Pupils Leaving School
Q	Per Pupil Expenditure on Education
R	Average Salary Rate of Teachers
S	Distribution of Teaching Force, by Salary Classes
T	Revenue in all School Districts, Divisions and Counties
U	Expenditures in all School Districts, Divisions and Counties

Table A

Enrolments In Academic Subjects (High School Grades)

SUBJECT	No. of Schools Male Female TOTAL				SUBJECT	No. of Schools Male Female TOTAL				SUBJECT	No. of Schools Male Female TOTAL			
Accounting 10	233	3,924	5,408	9,332	Communications 10	6	71	52	123	Health & Personal Dev. 10	26	552	571	1,123
Accounting 20	193	1,728	2,946	4,674	Drafting 10	52	819	85	904	Home Economics Crafts 10	17	13	307	320
Accounting 30	109	454	924	1,378	Drafting 20	23	241	18	259	Homes & Home Furnishings 20	9	2	124	126
Agriculture 10	16	286	44	330	Drafting 34	3	33	1	34	Home Economics 10	53	61	732	793
Agriculture 20	2	10	—	10	Dramatics 10	148	1,877	2,571	4,448	Home Economics 11	11	241	30	271
Agriculture 30	2	13	—	13	Dramatics 20	93	521	823	1,344	Home Economics 21	57	184	806	990
Art 10	174	3,950	3,817	7,767	Dramatics 30	50	174	296	470	Hungarian 15	1	—	4	4
Art 20	118	1,277	1,308	2,585	Driver Education 10	59	818	707	1,525	Hungarian 25	1	1	5	6
Art 30	71	406	574	980	Economics 30	196	2,111	1,496	3,607	Hungarian 35	2	2	7	9
Art 21	28	247	319	566	English 10	273	11,125	11,995	23,120	I.A. Electronics 10	33	522	8	530
Art 31	19	67	106	173	English 20	270	9,860	10,219	20,079	I.A. Electronics 20	15	159	—	159
Automotives 10	6	105	1	106	English 30	266	10,626	9,903	20,529	I.A. Electronics 30	7	40	—	40
Automotives 20	2	35	1	36	English 36	161	509	577	1,086	I.A. General Technology 10	145	4,461	604	5,065
Automotives 30	2	20	—	20	English 13	198	5,579	4,008	9,587	I.A. General Technology 20	104	1,782	44	1,826
Automotives 21	1	16	—	16	English 23	196	4,455	3,414	7,869	I.A. General Technology 30	56	430	5	435
Biology 10	277	10,963	11,780	22,743	English 33	195	3,640	3,549	7,189	I.A. Graphic Communications 10	48	1,158	298	1,456
Biology 20	265	7,990	9,814	17,804	Fabrics & Dressmaking 10	154	24	4,267	4,291	I.A. Graphic Communications 20	30	366	6	372
Biology 30 (New)	193	4,196	6,546	10,742	Fabrics & Dressmaking 20	121	5	1,695	1,700	I.A. Graphic Communications 30	14	73	—	73
Biology 30 (Old)	104	999	1,319	2,318	Fabrics & Dressmaking 30	83	5	653	658	I.A. Materials 10	48	1,322	115	1,437
Biology 36	106	210	223	433	Foods & Nutrition 10	133	1,085	3,536	4,621	I.A. Materials 20	30	366	6	372
Bookkeeping 20	17	69	140	209	Foods & Nutrition 20	83	97	1,087	1,184	I.A. Materials 30	14	73	—	73
Business Foundations 15	13	68	111	179	Foods & Nutrition 30	46	17	320	337	I.A. Power Mechanics 10	31	777	5	782
Business Foundations 30	4	36	49	85	Food Science 10	6	15	54	69	I.A. Power Mechanics 20	15	216	1	217
Business Fundamentals 10	118	1,830	2,071	3,901	Food Science 20	6	5	29	34	I.A. Power Mechanics 30	7	55	1	56
Business Machines 22	15	123	377	500	French 10	233	4,050	5,493	9,543	Language 21	57	446	579	1,025
Business Machines 30	95	458	2,120	2,578	French 20	236	3,033	4,762	7,795	Langue et Littérature 10	7	79	110	189
Business Organization & Man. 30	53	449	593	1,042	French 30	229	2,497	5,100	7,597	Langue et Littérature 20	6	38	51	89
Chemistry 10	278	10,689	10,078	20,767	French 36	49	45	111	156	Langue et Littérature 30	2	7	5	12
Chemistry 20	272	8,309	7,639	15,948	French 11	57	919	1,609	2,528	Latin 10	9	71	65	136
Chemistry 30	112	2,221	1,978	4,199	French 21	44	335	765	1,100	Latin 20	4	11	9	20
Chemistry 36	60	150	115	265	French 31	37	87	326	413	Latin 30	4	7	16	23
Chemistry 30X	166	4,474	3,903	8,377	Geography 20	151	2,170	1,047	3,217	Latin 36	1	1	—	1
Child Care & Home Nursing 10	5	1	83	84	Geology 10	3	28	14	42	Law 20	180	3,938	2,611	6,549
Clerical Practice 20	115	205	2,262	2,467	Geology 20	7	27	1	28	Literature 10	3	18	33	51
Clothing Selection 20	4	1	64	65	German 10	52	764	978	1,742	Literature 11	58	633	733	1,366
Clothing & Textiles 10	3	—	12	12	German 20	43	381	473	854	Literature 21	153	1,819	2,438	4,257
Clothing & Textiles 20	5	—	50	50	German 30	36	241	329	570					
Clothing & Textiles 30	2	—	19	19	German 36	5	1	6	7					
					German 31	2	3	9	12					

Enrolments In Academic Subjects (High School Grades)

SUBJECT					SUBJECT					SUBJECT				
No. of Schools Male Female TOTAL					No. of Schools Male Female TOTAL					No. of Schools Male Female TOTAL				
Mathematics 10	283	9,555	9,090	18,645	Music 12	14	121	109	230	Shorthand 10	98	26	1,792	1,818
Mathematics 20	272	8,650	7,701	16,351	Needlework 10	4	1	115	116	Shorthand 20	74	4	918	922
Mathematics 30 (Old)	193	6,340	5,346	11,686	Occupations 10	69	1,134	939	2,073	Shorthand 30	56	—	487	487
Mathematics 30 (New)	93	2,014	1,595	3,609	Office Practice 30	117	116	1,847	1,963	Shorthand 21	7	2	137	139
Mathematics 36	68	149	99	248	Perspectives for Living 15	2	68	98	166	Shorthand 31	59	49	1,049	1,098
Mathematics 11	1	—	1	1	Physical Education 10	282	15,187	14,946	30,133	Social Studies 10	286	16,025	15,643	31,668
Mathematics 14	2	12	3	15	Physical Education 20	244	6,797	4,297	11,094	Social Studies 20	273	11,071	10,648	21,719
Mathematics 22	20	212	41	253	Physical Education 30	121	1,887	1,015	2,902	Social Studies 30 (Old)	121	1,649	1,692	3,341
Mathematics 32	37	499	53	552	Physics 10	264	8,671	3,268	11,939	Social Studies 30 (New)	190	5,735	6,308	12,043
Mathematics 33	61	1,115	523	1,638	Physics 20	249	6,988	2,297	9,285	Social Studies 36	217	1,288	1,055	2,343
Mathematics 31 (Matrices)	7	48	8	56	Physics 30	212	4,959	1,188	6,147	Sociology 20	212	4,030	4,307	8,337
Mathematics 31 (Calculus)	163	3,082	984	4,066	Physics 30 Exp.	1	15	9	24	Spanish 15	1	1	3	4
Mathematics 31 (New)	7	93	46	139	Physics 36	60	160	25	185	Spanish 25	1	—	2	2
Mathematics 31-36	23	44	16	60	Physics 30X	25	719	116	835	Spanish 35	1	—	1	1
Merchandising 20	82	862	1,144	2,006	Psychology 20	197	4,137	5,099	9,236	Typewriting 10	277	8,473	13,724	22,197
Merchandising 30	21	108	174	282	Reading 10	120	2,217	1,594	3,811	Typewriting 20	248	1,522	7,538	9,060
Modern Living 10	7	5	70	75	Recordkeeping 10	66	880	1,122	2,002	Typewriting 30	203	300	3,678	3,978
Modern Living 20	6	66	120	186	Religious Studies 15	32	2,071	2,081	4,152	Ukrainian 10	21	211	179	390
Modern Living 30	2	7	26	33	Religious Studies 25	30	1,722	1,630	3,352	Ukrainian 20	16	122	136	258
Music 10	71	386	1,014	1,400	Religious Studies 35	17	708	736	1,444	Ukrainian 30	15	65	80	145
Music 20	43	121	385	506	Russian 15	1	—	1	1	Ukrainian 36	4	5	6	11
Music 30	27	41	156	197	Russian 25	1	—	1	1	Woodwork 10	3	83	—	83
Music 11	112	1,266	1,116	2,382	Russian 35	1	—	1	1	Woodwork 21	4	50	—	50
Music 21	87	677	612	1,289	Science 11	227	4,830	4,758	9,588	Woodwork 30	2	11	—	11
Music 31	66	368	335	703	Science 14	14	526	444	970					

Table B

Enrolments In Vocational Subjects (High School Grades)

SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Agricultural Mechanics 22	3	35	—	35	Data Processing 32 (Unit Record)	11	49	83	132	Mathematics 23	155	3,819	2,283	6,102
Agricultural Mechanics 32	3	21	—	21	Data Processing 32 (Computer)	8	49	106	155	Mathematics 15	232	4,381	4,879	9,260
Aircraft Maintenance 12	1	14	—	14	Drafting 12	42	1,331	166	1,497	Mathematics 25	177	1,652	1,857	3,509
Aircraft Maintenance 22	2	23	—	23	Drafting 22	24	352	35	387	Machine Shop 12	25	595	3	598
Aircraft Maintenance 32	3	19	—	19	Drafting 32	22	135	7	142	Machine Shop 22	15	137	1	138
Appliance Servicing 12	4	48	1	49	Drafting 25	7	99	8	107	Machine Shop 32	10	59	—	59
Appliance Servicing 22	1	5	—	5	Drafting 35	5	31	2	33	Performing Arts 12	2	20	22	42
Appliance Servicing 32	1	3	—	3	Dry Cleaning 12	2	45	12	57	Performing Arts 22	2	16	18	34
Auto Body 12	14	206	1	207	Dry Cleaning 22	2	9	3	12	Performing Arts 32	2	12	11	23
Auto Body 22	13	127	—	127	Dry Cleaning 32	2	2	1	3	Physics 22	45	526	34	560
Auto Body 32	10	55	—	55	Electricity 12	33	1,147	9	1,156	Physics 32	34	399	13	412
Automotives 12	44	2,124	73	2,197	Electricity 22	17	171	—	171	Pipetrades 12	6	128	—	128
Automotives 22	33	709	3	712	Electricity 32	14	74	—	74	Pipetrades 22	7	73	—	73
Automotives 32	29	355	1	356	Electricity 25	2	21	—	21	Pipetrades 32	6	46	1	47
Automotives 15	8	189	—	189	Electricity 35	2	12	—	12	Plastics 15	1	6	1	7
Automotives 25	4	88	—	88	Electronics 12	27	359	1	360	Plastics 25	1	8	1	9
Automotives 35	3	37	—	37	Electronics 22	21	170	1	171	Plastics 35	1	4	—	4
Beauty Culture 12	33	19	817	836	Food Preparation 12	15	315	170	485	Practical Nursing 12	4	3	115	118
Beauty Culture 22	27	12	362	374	Food Preparation 22	12	112	50	162	Practical Nursing 22	4	—	50	50
Beauty Culture 32	24	5	225	230	Food Preparation 32	11	74	24	98	Science 15	5	144	90	234
Beauty Culture 32A	3	—	15	15	Forestry 12	3	69	—	69	Sewing and Design 15	2	—	31	31
Building Construction 12	34	854	7	861	General Business 15	7	68	135	203	Sewing and Design 25	3	—	29	29
Building Construction 22	26	275	1	276	Graphic Arts 12	4	142	36	178	Sewing and Design 35	2	—	13	13
Building Construction 32	23	139	—	139	Graphic Arts 22	4	53	7	60	Sheet Metal 12	7	132	—	132
Building Construction 15	4	88	—	88	Graphic Arts 32	4	30	7	37	Sheet Metal 22	5	25	—	25
Building Construction 25	3	27	—	27	Horticulture 12	4	61	41	102	Sheet Metal 32	4	11	—	11
Building Construction 35	2	11	—	11	Horticulture 22	3	16	9	25	Special Projects 10	130	480	577	1,057
Building Maintenance 12	3	57	—	57	Horticulture 32	3	17	1	18	Special Projects 20	120	414	501	915
Building Maintenance 22	1	9	—	9	Heavy Duty Equipment Op. 12	1	13	—	13	Special Projects 30	103	301	358	659
Carpentry 15	1	41	—	41	Industrial Chemistry 12	1	28	1	29	Television Crafts 22	1	20	2	22
Commercial Art 12	10	141	142	283	Industrial Chemistry 22	1	13	—	13	Television Crafts 32	1	16	—	16
Commercial Art 22	11	107	99	206	Industrial Chemistry 32	1	7	—	7	Welding 12	16	539	1	540
Commercial Art 32	11	57	63	120	Language 22	80	1,057	951	2,008	Welding 22	13	143	1	144
Commercial Art 15	2	20	9	29	Lithography 12	1	58	7	65	Welding 32	10	72	—	72
Commercial Art 25	1	2	4	6	Lithography 22	2	11	2	13	Welding 15	4	73	—	73
Commercial Art 35	1	4	2	6	Lithography 32	1	1	2	3	Welding 25	2	18	—	18
Commercial Textiles 22	1	—	6	6	Mathematics 13	175	5,892	3,575	9,467	Welding 35	1	2	—	2
Commercial Textiles 32	1	—	7	7						Work Experience 15	84	805	1,029	1,834
Data Processing 22	41	477	766	1,243						Work Experience 25	55	220	255	475

Special Programs

Table C

Private Kindergartens

	<i>Number of Classrooms</i>	<i>Enrolment</i>
Calgary	90	3,974
Edmonton	78	3,060
Red Deer	11	350
Lethbridge	6	262
Other Areas of Province	57	1,524
	242	9,170

Enrolment in public and separate school kindergartens was not available for the school year 1971-72, but the decreasing enrolment in private kindergartens would indicate that there quite likely was an increase in the number of kindergartens operated by school systems.

Private Schools

Private Schools Operating in 1971-72	40
Private Schools Operating Part-time	4
Private Schools offering instruction in German	3
Private Schools offering instruction in Ukrainian	1
Teachers Employed by Private Schools	319
Students enrolled in Private Schools	5,619

Table D

Classes for the Mildly Retarded Under 60 School Authorities

<i>Auspices</i>	<i>Classes</i>	<i>Enrolment</i>
Calgary Public Schools	47	486
Calgary Separate Schools	21	255
CALGARY TOTAL	68	741
Edmonton Public Schools	70	698
Edmonton Separate Schools	18	178
EDMONTON TOTAL	88	876
Lethbridge Public Schools	6	63
Lethbridge Separate Schools	1	10
LETHBRIDGE TOTAL	7	73
TOTAL LARGE CITIES	163	1,690
Other	140	1,434
FINAL TOTAL	303	3,124

Table E

Classes for Children With Special Problems

	Classes	Enrolment
Hearing Handicapped	Calgary Public	55
	Edmonton Public	63
	13	118
Visually Impaired	Calgary Public	18
	Edmonton Public	64
	4	82
Learning Disabilities	Calgary Public	74
	Calgary Separate	96
	Edmonton Public	325
	Edmonton Separate	74
	Lethbridge Public	9
	Others	157
	75	735
Institutional	Calgary Public	167
	Edmonton Public	519
	Edmonton Separate	61
	County of Ponoka	44
	Red Deer Public	10
	Sturgeon Division	10
	113	811
Other	Calgary Public	—
	Calgary Separate	—
	Edmonton Public	—
	Edmonton Separate	—
	Lethbridge Public	—
	County of Newell	—
	31	Varies
	236	1,746

Table F

Classes for Trainable Children Who Are Moderately and Severely Retarded

Auspices	Classes	Enrolment
Calgary Public School Board	34	267
Lethbridge Public School Board	8	60
St. Paul Public School Board	3	17
Local Associations)		
Edmonton (Winnifred Stewart School)	58	393
Grande Prairie (Peace School of Hope)	8	40
Medicine Hat (Georges P. Vanier School)	6	36
Red Deer (Parkland School)	4	37
Sherwood Park (Robin Hood School)	8	49
Other*	28	141
TOTAL	157	1,040

* Schools operated by local parent Associations in the following locations: Camrose, Drumheller, Edmonton, Falher, Fort McMurray, Grande Centre, High Prairie, Olds, Peace River, Vegreville, Vermilion, Wetaskiwin.

Correspondence School Branch

Table G

Overall Enrolments

	1970-71	1971-72
Elementary Level	204	214
Junior High Level	665	780
Senior High Level	17,388	16,554
TOTALS	18,257	17,548

Table II:

Enrolments According to Classification

Students in Supervised Centres (Grades I - VI)	63
Students in Supervised Centres (Grades VII - IX)	14
Students in Schools (Grades I - VI)	00
Students in Schools (Grades VII - IX)	275
Students Unable to Attend School for Medical Reasons (all grades)	183
Students in Rehabilitation Institutions (all grades)	539
Students in Provinces other than Alberta (all grades)	298
Students in the Yukon and Northwest Territories (all grades)	315
Students Outside Canada (all grades)	151
Adults (Grades I - VI), 16 years of age or over	4
Adults (Grades VII - XII), 18 years of age or over — not attending school	6,519
Adults (Grades VII - XII), 18 years of age or over — attending school	3,201
Students who attended a senior high school in Alberta and supplemented their programs with one or more correspondence courses	9,209

Visiting Teacher

Total number of students visited, or contacted by telephone	551
Number of invalids visited	32
Number of special schools (including Hutterite, Mennonite, Indian, AVC)	23
Number of hospitals (including mental hospitals) visited	5
Number of correctional institutions visited	6
Number of school division or county offices visited	15
Number of Indian Affairs Agencies visited	1
Number of Health and Social Development Offices visited	7

Library Services

	1970-71	1971-72
Circulation of leisure reading books for elementary grades	1,354	866
Circulation of reading and reference books for junior and senior high school grades	6,972	7,391
TOTALS	8,326	8,257

Fiscal Data

The details of revenue and expenditures for 1971-72 are as follows:

Total expenditures	\$1,632,934.83
Net revenue	298,376.21
Amount of services supplied free of charge (medical cases, students detained in correctional institutions, wards of the Government of Alberta, etc.)	34,283.20
Amount received by the Department of Education for Correspondence School Branch assistance to the bilingual program (channelled to GENERAL REVENUE)	4,927.68

Table H

Field Services Staff Changes

July 1, 1971 to
June 30, 1972

Promotions Dr. H. I. Hastings, formerly Inspector of High Schools (Innovative Projects) was appointed Associate Director of Curriculum (Environmental Studies).
Dr. H. G. Sherk, formerly Inspector of High Schools, was appointed Associate Director of Curriculum (Humanities).

Leaves of Absence Mr. E. F. Bardock, Education Consultant in Lethbridge, was granted educational leave for doctoral studies at the University of Montana.
Mr. R. H. Cunningham remained on leave, serving with External Aid in Thailand.
Mr. B. C. Honert was granted educational leave for doctoral studies at the University of Oregon.
Mr. M. F. Thornton was granted educational leave for doctoral studies at Wayne State University.
Mr. H. Toews was granted educational leave for doctoral studies at the University of Montana.

Secondments Dr. J. A. Bacon continued his work with the Human Resources Research Council.
Mr. N. J. Chamchuk continued to work with the Alberta Colleges Commission.
Mr. D. Ewasiuk, formerly Research Assistant to the Deputy Minister, served as Acting Director of Communications while Mr. Shorter was on educational leave.
Mr. L. Hill, formerly Field Administrative Officer, was appointed Research Assistant to the Deputy Minister.
Mr. R. Penrice, Field Administrative Officer, was appointed Administrative Assistant to the Minister of Education.
Dr. R. H. Sabey continued as Executive Director of Project Canada West.

Retirements Mr. L. W. Kunelius, formerly High School Inspector in Calgary, retired in September, 1971.
Mr. E. G. McDonald retired in September from his position as Superintendent of Schools for the Edmonton Non-Divisional Districts.
Mr. H. R. Ross, formerly Superintendent of Schools in Willow Creek School Division No. 28 retired at the end of December, 1971.

Resignations The following Superintendents of Schools accepted local appointment to the division or county in which they had been working unless otherwise indicated:

- Mr. M. S. Bruce, County of Beaver No. 9
- Mr. W. M. Cooper, County of Smoky Lake No. 13
- Mr. W. Hunchak, from the County of St. Paul No. 19 to the County of Wetaskiwin No. 10
- Mr. G. Matkin, Cardston School Division No. 2
- Mr. H. E. Miller, County of Flagstaff No. 29

New Appointments

Mr. E. C. Allan, formerly a Counsellor and Coordinator of Academic-Occupational and Work Experience Programs with the Grande Prairie School Division, was appointed Education Consultant in Intercultural Education in the Grande Prairie Regional Office.

Mr. B. P. Brunner, formerly Reading Consultant for the County of Ponoka, was appointed Education Consultant in Language Arts in the Edmonton Regional Office.

Mr. H. A. Callihoe, formerly (with Alberta NewStart Inc., Instructor of Business Education and then Coordinator of Training for Lac La Biche Centre) or (Secretary-Treasurer to Board, Alberta Pe-Ta-Pun, Lac La Biche), was appointed Education Consultant in Intercultural Education in the Athabasca Regional Office.

Mr. K. W. Kluchky, formerly enrolled in a doctoral program in secondary education at the University of Alberta, was appointed Education Consultant in Science in the Edmonton Regional Office.

Mr. M. P. Kowalchuk, formerly enrolled in a master's program in Intercultural Education in the University of Saskatchewan, was appointed Education Consultant in Intercultural Education in the Athabasca Regional Office.

Mr. J. C. Meek, formerly enrolled in a master's program at the University of Alberta, was appointed Education Consultant with special responsibilities in the development of projects related to Program Budgeting.

Miss L. I. M. Milne, formerly head of the Business Education Department of the Medicine Hat High School, was appointed Education Consultant in Business Education in the Lethbridge Regional Office.

Mr. J. C. Rennie, formerly Reading Consultant with the Red Deer Public School District, was appointed Education Consultant in Language Arts in the Athabasca Regional Office.

Mrs. P. Shanahan, formerly Field Consultant in Early Childhood Education with the Edmonton Public School Board, was appointed Education Consultant in Primary Education in the Athabasca Regional Office.

Mr. J. C. Smith, formerly employed by the Calgary Public School Board, was appointed Education Consultant in Industrial Education in the Calgary Regional Office.

Table I

Construction of School Buildings

July 1, 1971 to June 30, 1972

Approved Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
July 2, 1971	Edmonton RCS 7		Father Leo Green Elementary	Addition	General classrooms (7) library (1) — science experience (1) — gym ext.	15,492	\$227,112	\$14.66
July 5, 1971	Edmonton RCS 7		St. Boniface Elem.	Addition	General classrooms (4) library (1) — science experience (1)	7,338	122,324	16.67
July 5, 1971	Drayton Valley 3138	Parkland Cty 31	Sr. High Industrial Arts Shop	Addition	Industrial Arts shop	3,224	66,607	20.66
July 6, 1971	Red Deer 104		Oriole Park Elem.	Addition	Library (1) — ancillary (1) stage (1)	5,669	93,765	16.54
July 7, 1971	Medicine Hat 76		Alexandra Jr. High	Addition	General classrooms (16) ancillary (2) — science experience (3) — library (1)	33,516	528,882	15.78
July 8, 1971	Grande Cache 5258		Elementary	Addition	General classrooms (7) — ancillary (2) — science experience (2)	15,560	256,584	16.49
July 14, 1971	Peace River 2526	Peace River Div. 10	Springfield Elem.	Addition	General classrooms (4)	4,182	77,617	18.56
July 15, 1971	Fort Chipewyan 4924	Northland Div. 61	Elem. & Jr. High	New	General classrooms (4) Phys. educ. activity (1)	7,323	188,786	25.78
July 19, 1971	Crossfield 752	Calgary Div. 41	Elem. & Jr. High	Addition	General classroom (1) science experience (1) ancillary (1) — library (1)	5,684	94,979	16.71
July 22, 1971	Ponoka 423	Ponoka Cty 3	Central Elem.	Addition	Phys. educ. activity (1)	2,197	36,975	16.83
August 3, 1971	Edmonton 7		McLeod Elem.	New	General classrooms (15) library (1) — ancillary (2) science experience (1) gym (1) — stage (1)	33,838	496,741	14.68
August 12, 1971	Edmonton RCS 7		J. H. Picard Jr. Sr. High	New	General classrooms (18) library (1) — ancillary (4) science experience (4) gym (1) — stage (1) — home economics (2) — industrial arts (2)	69,500	1,208,605	17.39
August 12, 1971	Blackfalds 255	Lacombe Cty 14	Elementary & Jr. High	Addition	General classroom (1) ancillary (1) — library (1)	3,605	64,709	17.95
August 16, 1971	Sedgewick 1567	Flagstaff City 29	High School	Addition	Library (1) — gym (1) stage (1)	13,093	196,133	14.98
September 7, 1971	Grande Prairie 2357		Hillside Elem.	Addition	General classrooms (6) library (1) — ancillary (1) science experience (1)	12,454	203,498	16.34
September 9, 1971	Salisbury 530	Strathcona Cty 20	Clover Bar Jr. High	New	General classrooms (15) library (1) — ancillary (2) science experience (3) gym (1) — stage (1) — home economics (2) — industrial arts (2)	52,540	\$863,232	\$16.43
September 16, 1971	Calgary 19		Elbow Park Elem.	Addition	Gym (1) — stage (1)	3,847	108,947	28.32
September 24, 1971	New Sarepta 4285	Leduc Cty 25	Elementary	Addition	Science experience (1) library (1)	4,029	75,704	18.79
October 5, 1971	Rocky Mountain House 2590	Rocky Mtn. Div. 15	Lochearn Elem.	Addition	General classrooms (4) Science experience (1) gym (1) — stage (1)	13,790	234,292	16.99
October 8, 1971	Calgary 19		Ogden Elementary	Addition	General classrooms (8) science experience (2) ancillary (2) — library (1) gym extension	20,907	289,561	13.85

Construction of School Buildings

July 1, 1971 to June 30, 1972

Approved Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
October 19, 1971	Evansburg 2902	Yellowhead Div. 12	Senior High	New	General classrooms (8) science experience (3) ancillary (3) — library (1) gym (1) — stage (1) — home economics (2) — industrial arts (2) language lab (1) — business education (3)	55,880	909,726	16.28
October 27, 1971	Lethbridge RCS 9		St. Mary's Elem. & Jr. High	Addition	General classrooms (5) ancillary (1) — science experience (2) — gym (1) — stage (1)	21,313	413,898	19.42
October 28, 1971	Rainbow Lake 5230	Fort Vermilion Div. 52	Elem. Jr. Sr. High	Addition	General classrooms (1) ancillary (1) — science experience (1) — gym (1) stage (1)	10,035	268,938	26.80
November 1, 1971	Spruce Grove 450	Parkland Cty 31	Elem. & Jr. High	Addition	General classrooms (6) science experience (2) ancillary (2) — gym (1) home economics (2) industrial arts (2)	30,530	471,077	15.43
November 1, 1971	Winterburn 468	Parkland Cty 31	Elem. & Jr. High	Addition	General classrooms (4) science experience (2) ancillary (2) — library (1) gym extension	18,720	286,977	15.33
November 2, 1971	Springbank 100	Calgary Div. 41	Jr. Sr. High	Addition	Home economics (1) industrial arts (1)	6,943	126,154	18.17
November 17, 1971	Red Deer 104		North Hill Elem.	Addition	General classroom (1) ancillary (1)	2,893	\$ 56,558	\$19.55
November 18, 1971	Drayton Valley RCS 111		St. Anthony Elem. Jr. Sr. High	Addition	General classrooms (3)	4,535	87,434	19.28
November 19, 1971	Little Buffalo 5094 Wabasca 5113 - Atikameg 5115 Calling Lake 4124 Gift Lake 5180 Fox Lake Indian Reserve	Northland Div. 61	Portable classrooms	New	General classrooms (7) (2 units for Gift Lake)	6,720	58,195	8.66
November 23, 1971	Warburg 2230	Leduc Cty 25	Junior High	Addition	Gym (1) — home ec. (1) industrial arts (1)	14,665	276,435	18.85
December 1, 1971	Acme 2296	Three Hills Div. 60	Elem. Jr. Sr. High	Addition	Science experience classroom (1)	2,933	76,023	25.92
December 1, 1971	Carbon 1218	Three Hills Div. 60	Elem. Jr. Sr. High	Addition	General classrooms (1) science experience classroom (1) — ancillary (1) gym extension	7,602	137,292	18.06
December 3, 1971	Edmonton 7		Grace Martin Elem.	New	General classrooms (19) elementary science classroom (1) — ancillary (2) — library (1) — gym (1) — stage (1)	39,980	647,276	16.19
December 6, 1971	Edmonton 7		Rundle Elementary	Addition	General classrooms (6) elementary science (1) library (1) — gym extension stage (1)	16,333	242,708	14.86
December 6, 1971	Nanton 730	Willow Creek Div. 28	J. T. Foster Elem. Jr. & Sr. High	Addition	Science experience classroom (1) — library (1)	4,703	126,087	26.81
December 7, 1971	Springbank 100	Calgary Div. 41	Portables	New	Three one-room portable schools	3,120	35,661	11.43
December 7, 1971	Cochrane 142	Calgary Div. 41	Portable	New	One one-room portable	912	10,907	11.96

Construction of School Buildings

July 1, 1971 to June 30, 1972

Approval Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
December 28, 1971	St. Albert P.S. 6		Sr. High	New	General classrooms (14) science experience (6) ancillary (4) — library (1) gym (1) — stage (1) — home economics (2) — industrial arts (2) — business education (4)	73,810	1,196,460	16.21
January 7, 1972	Edmonton RCS 7		St. Patrick Elem. & Jr. High	Addition	General classrooms (2) science experience (2) ancillary (2) — gym (1) stage (1) — home economics (1) industrial arts (1)	26,430	423,408	16.02
January 13, 1972	Edmonton 7		McKee Elem.	Addition	General classrooms (8) science experience (2) ancillary (1) — gym extension	17,324	\$261,938	\$15.12
January 19, 1972	Calgary 19		Southeast Dover Elementary	New	General classrooms (13) science experience (2) ancillary (2) — library (1) gym (1) — stage (1)	30,288	457,348	15.10
January 20, 1972	Redcliff 2283		Parkside Elem. & Jr. High	Addition	Ancillary (1) — library (1)	4,141	80,625	19.47
January 25, 1972	Edmonton RCS 7		St. Catherine Elem. & Jr. High	Addition	General classrooms (2) science experience (1) ancillary (1) — gym (1) stage (1)	16,610	276,556	16.65
January 25, 1972	Sylvan Lake 2595	Red Deer Cty 23	Elem. Jr. Sr. High	Addition	Science experience (1) ancillary (1)	4,001	82,500	20.62
February 11, 1972	Edmonton RCS 7		Holy Cross Elem. & Jr. High	Addition	General classrooms (5) science experience (1) ancillary (2) — gym (1) industrial arts extension	16,145	271,720	16.83
February 28, 1972	Calgary 19		Viscount Bennett Jr. Sr. High	Addition	Science experience (1) library (1)	14,460	305,829	21.15
March 15, 1972	Red Deer 104		South Hill Elem.	Addition	General classrooms (3) ancillary (1) — library (1) gym (1) — stage (1)	13,340	201,700	15.12
March 16, 1972	Cochrane 142	Calgary Div. 41	Elem. & Jr. High	New	General classrooms (10) science experience (2) ancillary (1) — library (1) gym (1)	27,368	476,476	17.41
March 23, 1972	Edmonton RCS 7		St. Augustine Elem.	New	General classrooms (8) science experience (1) ancillary (1) — library (1) gym (1) — stage (1)	20,969	318,519	15.19
March 23, 1972	Calgary 19		N.W. Bonavista Elem.	New	General classrooms (17) science experience (1) ancillary (2) — library (1) gym (1) — stage (1)	38,195	\$591,258	\$15.48
March 23, 1972	Calgary 19		N.E. Penbrooke Meadows Elem.	New	General classrooms (17) science experience (1) ancillary (2) — library (1) gym (1) — stage (1)	38,195	589,348	15.43
March 23, 1972	Calgary 19		S.E. Huntington Hills Elem.	New	General classrooms (17) science experience (1) ancillary (2) — library (1) gym (1) — stage (1)	38,195	591,258	15.48
March 28, 1972	Airdrie 918	Calgary Div. 41	Elementary	New	General classrooms (10) ancillary (1) — library (1) gym (1)	19,661	364,711	18.55

Construction of School Buildings

July 1, 1971 to June 30, 1972

Approval Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
March 29, 1972	Winfield 4304	Wetaskiwin Cty 10	Elem. Jr. Sr. High	Addition	Ancillary classrooms (2) library (1)	6,395	135,318	21.16
April 5, 1972	Taber RCS 54		St. Patrick Elem.	Addition	General classrooms (1) science experience (1) ancillary (1) — library (1) gym extension	6,835	128,224	18.76
April 10, 1972	Chestermere 1890	Calgary Div. 41	Jr. Sr. High	Addition	General classrooms (4) science experience (2) ancillary (3) — library (1) home economics (1) industrial arts (1)	24,650	453,057	18.38
April 20, 1972	Standard 2505	Wheatland Cty 16	Elem. Jr. Sr. High	Addition	Ancillary classroom (1) library (1)	3,576	58,896	16.47
April 20, 1972	Strathmore 1587	Wheatland Cty 16	Westmount Elem.	Addition	General classrooms (9) science experience (1) ancillary (2) — gym extension library ext.	20,141	323,464	16.06
April 20, 1972	Salisbury 530	Strathcona Cty 20	Glen Allan Elem.	New	General classrooms (17) elementary science (1) ancillary (2) — library (1) gym (1) — stage (1)	36,964	634,671	17.17
April 26, 1972	Edmonton 7		McDougall Elem. & Jr. High	Addition	Gymnasium (1)	7,334	128,124	17.47
April 28, 1972	Edmonton RCS 7		St. Dominic Elem.	Addition	General classrooms (7) elem. science (1) — library (1) — gym extension	15,492	261,350	16.87
May 1, 1972	Red Deer 104		Oriole Park Elem.	Addition	General classrooms (3) science experience (1)	4,651	75,764	16.29
May 3, 1972	Calgary 19		Bowness Comp. High	Addition	Ancillary classrooms (1) library (1)	10,075	198,679	19.72
May 3, 1972	Innisfree 1584	Minburn Cty 27	Junior-Sr. High	Addition	Ancillary classroom (1) library (1)	3,647	66,265	18.17
May 3, 1972	Mannville 1547	Minburn Cty 27	Junior-Sr. High	Addition	Industrial arts shop extension	3,117	81,104	26.02
May 3, 1972	Vegreville 1480	Minburn Cty 27	A. L. Horton Jr. High	Addition	Library (1) — home economics (1) — industrial arts shops extension	7,101	\$144,292	\$20.32
May 3, 1972	Edmonton 7		John Barnett Elem.	New	General classrooms (11) elem. science (1) ancillary (1) — library (1) gym (1) — stage (1)	25,250	462,075	18.30
May 10, 1972	Condor 1670	Rocky Mtn. Div. 15	David Thompson Jr. Sr. High	Addition	General classroom (1) industrial arts extension	2,135	65,245	30.56
May 10, 1972	Caroline 1803	Rocky Mtn. Div. 15	Jr. Sr. High	Addition	Home economics (1) industrial arts (1)	5,439	125,695	23.11
May 15, 1972	Fort Saskatchewan 91	Strathcona Cty 20	Rudolph Hennig Elem. Jr. High	Addition	General classrooms (11) science experience (2) ancillary (1) — library extension	19,230	339,409	17.65
May 15, 1972	Ardrossan 523	Strathcona Cty 20	Elementary	Addition	General classrooms (9) science experience (1) ancillary (1) — library (1) stage (1)	22,454	369,368	16.45
May 17, 1972	Edmonton RCS 7		St. Basil Elem. & Jr. High	Addition	General classrooms (6) science experience (1) industrial arts (2) gym extension	17,839	306,830	17.20

Construction of School Buildings

July 1, 1971 to June 30, 1972

<i>Approval Date of Tender</i>	<i>School District Name & No.</i>	<i>School Division or County Name & No.</i>	<i>Name of Project</i>	<i>New School or Addition</i>	<i>Instructional Areas Provided</i>	<i>Gross Sq. Ft.</i>	<i>Approx. Cost</i>	<i>Approx. Cost Per Sq. Ft.</i>
June 2, 1972	Leduc 297	Leduc Cty 25	Jr. High	Addition	General classrooms (3) science experience (3) industrial arts (2)	16,778	\$287,071	\$17.11
June 13, 1972	Drumheller 2472	Drumheller Valley Div. 62	Central Elem.	Addition	Library (1)	2,194	47,149	21.49
June 16, 1972	Linden 1120	Three Hills Div. 60	Dr. Elliot Elem. Jr. Sr. High	Addition	Library (1) — gym extension	5,061	117,668	23.35
June 17, 1972	Red Deer RCS 17		Montfort Elem.	Addition	Library-ancillary (1) stage (1)	2,894	50,818	17.56
June 29, 1972	Kathryn 2215	Calgary Div. 41	Junior-Sr. High	Addition	General classroom (1) library (1)	4,768	120,487	25.27

Table J, 1**Teachers' Permanent Certificates Issued by the Department
for the Year Ending June 30, 1972**

<i>Type of Certificate</i>	<i>New</i>	<i>Reissue*</i>	<i>Total</i>
Professional	2,450	201	2,651
Standard Secondary	215	16	231
Standard Elementary	675	81	756
Junior Elementary	126	24	150
Second Class	1	1	2
Total	3,467	323	3,790

*Certificates reissued because of change of name.

Table J, 2**Teachers' Interim Certificates Issued to Alberta Teachers by the
Department for the Year Ending June 30, 1972**

<i>Type of Certificate</i>	<i>Replacing a Certificate Already Held</i>	<i>Issued For The First Time</i>	<i>Total</i>
Professional	1,071	822	1,893
Standard Secondary	22	11	33
Standard Elementary	70	32	102
Junior Elementary	19	6	25
Provisional	113	947	1,060
Conditional		15	15
Totals	1,295	1,833	3,128

Table J, 3

Teachers' Interim Certificates Issued to Teachers from Outside Alberta by the Department for the Year Ending June 30, 1972.

Type of Interim Certificate Issued

<i>Origin of Teacher</i>	<i>Prof.</i>	<i>Std. S.</i>	<i>Std. E</i>	<i>Jr. E.</i>	<i>Prov'l.</i>	<i>Cond'l.</i>	<i>Total</i>
<i>1. Other Provinces</i>							
Saskatchewan	92	1	7	3	44	3	150
Manitoba	17	2	3	2	6	1	31
British Columbia	23		1	1	23		48
Ontario	35		2	1	13		51
Nova Scotia	14	1	1		4		20
Quebec	8		1	1	4		14
New Brunswick	7		1	2	7		17
Newfoundland	1				2		3
P.E.I.				1	2		3
Total Other Provinces	197	4	16	11	105	4	337
<i>2. U.S.A.</i>	101	2	3		80		186
<i>3. British Isles</i>							
England	8	1		2	3		14
Scotland							0
Ireland	2						2
Wales	2						2
Total British Isles	12	1		2	3		18
<i>4. Other Commonwealth</i>							
Australia	5		4	2	5		16
India							0
New Zealand	4						4
British West Indies			1		1		2
Total Commonwealth	9		5	2	6		22
<i>5. Other Countries</i>							
Africa					1		1
Philippines	4		12				16
Holland					1		1
Others	3			2	3		8
Total Others	7		12	2	5		26
Grand Total	326	7	36	17	199	4	589

Table J, 4**Numbers of Certificates by Type Held by Teachers Under Contract During 1971-72**

<i>Type of Certificate</i>	<i>Number Held</i>
Professional	14,510
Standard Secondary*	1,409
Standard Elementary*	2,695
Standard Elementary and Secondary*	333
Junior Elementary*	2,410
Letters of Authority*	156
High School**	100
Academic**	7
First Class**	216
Elementary and Intermediate**	432
Second Class**	184
Provisional	628
Conditional	76
Others	21
Total	23,177

* Now issued under special conditions only.

** No longer issued by the Department.

Table J, 5**Degrees Held by Teachers During the Year Ending June 30, 1972**

(For Teachers with more than one degree, their highest degree only is counted).

<i>Degree Held</i>	<i>No. of Teachers</i>
Bachelor of Education	8,059
Other Bachelor Degrees	2,570
Master of Education	656
Other Master Degrees	470
Doctor of Education or Philosophy	36
Other Degrees	431
Total	12,222

Table J, 6**Professional Statements Issued Between
July 1, 1971 and June 30, 1972**

<i>Destination of Teacher</i>	<i>No. of Statements</i>
Alberta	272
British Columbia	172
Ontario	78
Saskatchewan	31
Manitoba	6
Quebec	1
New Brunswick	7
Nova Scotia	6
United States of America	8
England	7
Australia	9
Prince Edward Island	1
Newfoundland	4
Yukon Territories	3
Northwest Territories	1
Zambia	1
Germany	1
Total	611
Requested Statements of Teaching Experience in Alberta	483
Requested Copies of Inspector's Reports	46

Letters of Authority

Letters of Authority issued during the twelve month period under review	156
----------------------------------------------------------------------------	-----

Table J, 7**High School Evaluations for Students from
Outside of Canada 1971-72**

<i>Place of Origin</i>	<i>No. of Evaluations</i>
United States of America	227
China and Hong Kong	245
British Isles	77
Europe	84
West Indies	29
Arab Republic	3
Africa	53
Germany	14
India, Pakistan and Ceylon	37
Australia, New Zealand	14
Philippines	40
South America	10
Mexico	4
Malaysia	13
Others	51
Total	901

General Statistics Relating to School Operation

Prepared by General Administration under the direction of
A. Bredo, Director of Finance, Statistics & Legislation

Table K

Organization of Schools - General September 1971 - June 1972

No. of 1-Room Schools	91
No. of Multiple Room Schools	
2-room Schools	61
3-room Schools	55
4-room Schools	79
5-room Schools	66
6-room Schools	75
7-room Schools	51
8-room Schools	53
9-room Schools	90
10-room Schools	82
11 to 15 Rooms	300
16 to 20 Rooms	188
21 to 25 Rooms	98
26 to 30 Rooms	42
31 or more Rooms	45
Total Schools	1,376
Total Enrolment	425,468

No. of Classrooms:

Elementary (Grades 1 - 6)	9,006
Junior High (Grades 7 - 9)	106
Senior High (Grades 10 - 12)	21
Elementary and Junior High	4,088
Junior and Senior High	16
Elementary, Junior and Senior	3,527
	16,764

**Table L,
Operation of School Districts, Divisions and Counties**

<i>Year</i>	<i>No. of School Districts in Existence</i>	<i>No. of Schools and School Systems in Operation</i>	<i>No. of Rooms in Operation</i>	<i>Percentage of School Districts With Operating Schools</i>	<i>No. of School Divisions and Counties</i>	<i>No. of School Districts in Divisions and Counties</i>	<i>No. of School Districts not in Divisions and Counties</i>
1935-36	3,734	3,492	5,873	90.49	11	754	2,980
1936-37	3,926	3,542	5,935	90.22	22	1,491	2,435
1937-38	3,978	3,591	6,034	90.27	44	3,087	891
1938-39	3,992	3,592	6,082	90.27	46	3,260	732
1939-40	4,008	3,596	6,180	89.55	48	3,346	662
1940-41	4,005	3,639	6,276	90.86	50	3,448	557
1941-42	4,001	3,625	6,327	90.60	50	3,489	512
1942-43	4,008	3,277	5,988	81.76	49	3,515	493
1943-44	4,012	2,852	5,603	71.03	52	3,558	454
1944-45	4,022	2,595	5,419	64.52	54	3,615	407
1945-46	4,034	2,722	5,716	70.57	55	3,639	395
1946-47	4,041	2,659	5,828	67.45	57	3,701	340
1947-48	4,046	2,550	5,811	63.02	57	3,734	312
1948-49	3,950	2,459	5,915	62.25	57	3,754	196
1949-50	3,965	2,302	6,050	58.08	57	3,776	189
1950-51	3,979	2,136	6,232	53.68	58	3,799	180
1951-52	3,990	2,137	6,392	48.80	58	3,811	179
1952-53	4,008	2,036	6,552	44.56	58	3,827	181
1953-54	4,029	1,836	6,946	39.84	59	3,829	200
1954-55	4,049	1,714	7,368	35.71	59	3,871	178
1955-56	4,080	1,558	7,801	31.20	59	3,918	162
1956-57	4,100	1,420	8,267	27.10	59	3,934	166
1957-58	4,112	1,318	8,729	23.76	59	3,938	174
1958-59	4,132	1,253	9,407	21.39	59	3,944	186
1959-60	4,159	1,400	10,066	19.90	58	3,955	204
1960-61	4,174	1,346	10,741	17.27	59	3,995	179
1961-62	4,203	1,416	11,285	17.49	59	4,023	180
1962-63	4,217	1,377	11,801	16.95	59	4,036	181
1963-64	4,227	1,350	12,446	16.44	59	4,043	184
1964-65	4,234	1,340	12,996	15.82	59	4,057	177
1965-66	4,239	1,376	13,601	15.31	59	4,065	174
1966-67	4,261	1,385	14,232	15.04	60	4,091	170
1967-68	4,268	1,388	14,889	14.67	60	4,099	169
1968-69	4,270	1,400	15,516	14.43	60	4,108	162
1969-70	4,267	1,366	16,250	14.08	60	4,116	151
1970-71	4,273	1,382	16,587	13.88	60	4,130	149
1971-72	4,290	1,376	16,786	13.75	60	4,143	146

Table M

School Districts

	To June 1971	1971-72
Number of School Districts established during the year	11	17
Number of School Districts dissolved during the year	5	0
Number of School Districts in the province including Units in Consolidated School Districts	4,272	4,289
Number of Regional High School Districts in the province	1	1
Number of Consolidated School Districts in the province	3	3
Number of School Districts in Consolidated School Districts	11	11
Number of School Divisions and Counties in existence	60	60

Established During Year July 1, 1971 to June 30, 1972

Name of District	Number	Date of Establishment
Wolf Grove	S.D. 5276	July 1, 1971
East Clearwater	S.D. 5277	July 1, 1971
Peace Outlook	S.D. 5278	July 1, 1971
West Clearwater	S.D. 5279	July 1, 1971
Clear Point	S.D. 5280	July 1, 1971
Timberline	S.D. 5281	July 1, 1971
Iosegun River	S.D. 5282	October 1, 1971
Waskahigan	S.D. 5283	October 1, 1971
Deep Valley Creek	S.D. 5284	October 1, 1971
TonyCreek	S.D. 5285	October 1, 1971
Itenneco	S.D. 5286	December 1, 1971
Fertile Land	S.D. 5287	April 1, 1972
Spruce Tree	S.D. 5288	April 1, 1972
North Eureka	S.D. 5289	April 1, 1972
Schween	S.D. 5290	May 1, 1972
Stout	S.D. 5291	May 1, 1972
Bear River	S.D. 5292	May 1, 1972

Classification of Schools by Number of Classrooms

Number of Classrooms in School or School Systems	1969-70	Number of Schools 1969-70	1971-72	Two Year Increase in Schools	Two Year Decrease in Schools
1	81	86	91	10	—
2	66	68	61	—	5
3	61	63	55	—	6
4	80	87	79	—	1
5	78	69	66	—	12
6	70	68	75	5	—
7	65	61	51	—	14
8	67	53	53	—	14
9	75	87	90	15	—
10	71	70	82	11	—
11-15	306	317	300	—	6
16-20	175	163	188	13	—
21-25	91	108	98	7	—
26-30	38	42	42	4	—
31 or more	42	40	45	3	—
				(68)	(58)
TOTAL	1,366	1,382	1,376	10	

During the same two year period the total number of classrooms increased by 10.

Table N

Operation of Schools by School Divisions, Counties, and Independent School Dis

Unit	No.	Enrolment by Grades (Sept. 30, 1971)				Total Rooms (June 30/72)	Gross Total Teachers (June 30/72)	Unit
		1 - 6	7 - 9	10 - 12	Total			
Berry Creek S. Div.	1	125	83	43	251	12	13	Forty M
Cardston	2	1,556	758	644	2,958	112	133	Beave
Medicine Hat	4	489	243	79	811	43	56	Wetaski
Taber	6	1,510	795	698	3,003	123	147	Barrhea
Acadia	8	537	255	268	1,060	47	58	Athabas
Sullivan Lake	9	137	69	51	257	13	16	Smoky
Peace River	10	1,741	843	722	3,306	139	178	Lacombe
Yellowhead	12	2,759	1,308	1,008	5,075	197	267	Wheatla
Rocky Mountain House	15	1,545	759	505	2,809	96	126	Mounta
Neutral Hills	16	425	229	150	804	36	47	Paintea
Sturgeon	24	1,254	667	—	1,921	70	98	St. Pau
Willow Creek	28	1,554	842	763	3,159	129	182	Strathco
Pincher Creek	29	827	362	337	1,526	62	91	Two Hi
Starland	30	369	186	137	692	30	38	Camros
Wainwright	32	1,011	605	507	2,123	85	123	Red De
Provost	33	600	265	239	1,104	48	61	Vermilio
Westlock	37	1,440	759	598	2,797	111	136	Leduc
Foothills	38	1,802	936	610	3,348	134	179	Lethbri
Calgary	41	2,410	1,086	800	4,296	176	240	Minburn
Bonnyville	46	1,430	718	361	2,509	101	126	Lac Ste
Bonnyville H.S. Commit.				428	428	17	25	
Spirit River	47	1,106	539	391	2,036	85	109	Flagsta
High Prairie	48	2,083	1,011	806	3,900	160	186	Lamont
Fairview	50	871	407	319	1,597	65	84	Parklan
Lac La Biche	51	1,342	566	357	2,265	88	117	Edmont
Fort Vermilion	52	1,519	442	144	2,105	100	95	Calgary
East Smoky	54	1,015	497	336	1,848	72	88	Lethbri
Three Hills	60	1,069	551	481	2,101	95	118	Medicin
Northland	61	1,881	421	9	2,311	110	131	Red De
Drumheller Valley	62	721	393	691	1,805	69	96	Wetaski
Crowsnest Pass	63	840	450	347	1,637	67	93	Camros
Grande Prairie County	1	1,518	732	537	2,787	112	150	Grande
Vulcan	2	897	464	421	1,782	79	95	
Ponoka	3	1,818	996	969	3,783	148	209	Calgary
Newell	4	923	478	251	1,652	74	96	Edmont
Warner	5	1,036	532	484	2,052	88	120	Lethbri
Stettler	6	697	377	28	1,102	55	65	Wetaski
Thorhild	7	767	427	422	1,616	69	84	Red De

Districts, 1971-72

Unit	Enrolment by Grades (Sept. 30, 1971)				Total Rooms (June 30/72)	Gross Total Teachers (June 30/72)
	No.	1 - 6	7 - 9	10 - 12		
Forty Mile	8	681	383	327	1,391	91
Beaver	9	1,177	561	509	2,247	125
Wetaskiwin	10	1,277	737	329	2,343	127
Barneau	11	1,258	652	561	2,471	120
Altavasca	12	1,363	697	488	2,548	135
Smoky Lake	13	668	360	331	1,359	73
Lacombe	14	1,854	951	933	3,738	213
Wheatland	16	1,063	503	393	1,959	103
Mountain View	17	2,197	1,160	942	4,299	215
Paintearth	18	616	295	309	1,220	74
St. Paul	19	882	487	319	1,688	94
Strathcona	20	4,811	2,123	1,740	8,674	435
Two Hills	21	833	421	387	1,641	84
Camrose	22	1,309	735	469	2,513	136
Red Deer	23	2,417	1,305	807	4,529	254
Vermilion River	24	1,242	644	568	2,454	148
Leduc	25	2,644	1,300	942	4,886	273
Lethbridge	26	1,638	842	770	3,250	176
Minburn	27	1,041	579	663	2,283	131
Lac Ste. Anne	28	2,038	991	691	3,720	209
Flagstaff	29	1,309	657	645	2,611	137
Lamont	30	935	498	442	1,875	102
Parkland	31	3,108	1,401	1,125	5,634	287
Edmonton S. District	7	37,803	18,881	18,258	74,942	3,912
Calgary	19	42,056	20,501	17,809	80,366	4,152
Lethbridge	51	3,700	2,024	1,982	7,706	405
Medicine Hat	76	2,336	1,370	1,647	5,353	296
Red Deer	104	2,782	1,496	1,760	6,038	331
Wetaskiwin	264	606	320	642	1,568	87
Camrose	1315	710	395	790	1,814	92
Grand Prairie	2357	1,527	669	1,010	3,206	167
Calgary R.C.S.	1	11,890	5,397	4,397	21,684	1,056
Edmonton	7	16,785	7,810	6,903	31,498	1,606
Lethbridge	9	1,228	592	472	2,292	117
Wetaskiwin	15	153	72	—	225	11
Red Deer	17	730	359	307	1,396	68

Table N (Continued)

Enrolment by Grades (Sept. 30, 1971)

<i>Unit</i>	<i>No.</i>	<i>1 - 6</i>	<i>7 - 9</i>	<i>10 - 12</i>	<i>Total</i>	<i>Total Rooms (June 30/72)</i>	<i>Gross Total Teachers (June 30/72)</i>	<i>Unit</i>
Medicine Hat	21	961	418	435	1,814	68	96	Beaverlo
Drumheller	25	186	110	—	296	9	12	Coaldale
Grande Prairie	28	579	231	135	945	41	42	Picture
Camrose	60	323	151	—	474	20	25	Bow Isla
St. Albert	3	989	430	421	1,840	62	91	Valleyvie
Canmore	168	249	150	112	511	23	28	Grimshav
Stettler	1475	524	286	683	1,493	53	93	Whitecou
Brooks	2092	682	325	340	1,347	51	76	Ponoka
St. Paul	2228	719	388	—	1,107	44	59	Vermilion
Redcliff	2283	353	156	—	509	20	27	Raymon
Bonnyville	2665	550	258	—	808	30	41	Fort Sas
Fort McMurray	2833	789	328	274	1,391	51	73	Westlock
Hanna	2912	430	229	239	898	36	46	Drayton
Devon	4972	358	169	139	666	24	34	Banff S.
Swan Hills	5109	244	70	13	327	14	18	Morley
Grande Cache	5258	556	196	79	831	35	46	Lake Lo
Thibault C.P.	35	359	143	108	610	27	33	Exshaw
Glen Avon P.S.	5	351	164	—	515	20	25	Rosenhe
St. Albert P.S.	6	1,456	656	482	2,594	94	141	Western
								Hokenhe
St. Martin's	16	189	72	—	261	12	13	Jasper
Pincher Creek-St. Michael's	18	272	139	80	491	17	25	Nordegg
Theresetta	23	104	48	52	204	9	13	Portsmou
McLennan	30	158	68	—	226	9	10	Seebe
Wainwright	31	160	91	—	251	9	11	Waterton
Fort McMurray	32	600	176	—	776	31	36	Faraway
St. Thomas More	35	261	95	72	428	16	22	Grovedal
Spirit River	36	67	—	—	67	3	3	Ralston
Rosary	37	172	65	—	237	9	12	Canadian
Peace River	43	320	143	71	534	22	26	Mynarski
Killam	49	87	40	—	127	6	6	Biggin H
Assumption	50	86	45	—	131	6	7	Buffalo P
Taber	54	299	147	125	571	23	27	St. Isado
High Prairie	56	323	104	—	427	17	20	Muskeg
Cold Lake	64	120	95	80	295	11	15	Keystone
Provost	65	145	66	78	289	12	15	Harvie H
Grand Centre	67	121	66	—	187	9	11	Susa Cre

	Enrolment by Grades (Sept. 30, 1971)				Total Rooms (June 30/72)	Gross Total Teachers (June 30/72)	
	No.	1 - 6	7 - 9	10 - 12			
ovedodge	68	86	49	—	135	5	8
ardale	73	137	68	—	205	9	9
cture Butte	79	123	63	—	186	9	9
w Island	82	122	65	54	241	11	12
eyview	84	292	92	—	384	16	18
msaw	88	148	52	—	200	8	9
illecourt	94	115	—	—	115	6	7
colu	95	141	65	—	206	10	11
rmion	97	179	92	78	349	12	18
mond	100	(not operating)					
of Saskatchewan	104	239	74	—	313	14	16
stic	110	163	67	74	304	12	15
ylton Valley	111	285	129	—	414	16	19
of S. District	102	311	166	193	670	25	34
ey	172	(not operating)					
ouise	1063	(not operating)					
hav	1699	165	89	—	254	10	13
heim	1892	(not operating)					
stem Ridge	2083	(not operating)					
heim	2084	(not operating)					
cer	3063	422	193	152	767	34	39
deg	3211	98	24	—	122	5	5
mouth	3705	5	—	—	5	1	1
be	4152	24	—	—	24	1	1
erton Park	4233	18	4	—	22	2	2
emy	4689	—	—	—	—	—	—
elale	4910	84	14	—	98	4	4
oton	4981	80	51	—	131	9	10
adian Forces Base	4986	1,199	313	—	1,512	61	74
an ki Park	5012	206	71	—	277	12	16
in Hill	5029	1,348	565	330	2,243	82	129
ah Park	5047	53	—	—	53	5	5
sdore	5054	(not operating)					
kg River	5092	(not operating)					
stone Valley	5098	(not operating)					
ie Heights	5198	(not operating)					
g Creek	5252	(not operating)					

Table N (Continued)

Unit	No.	Enrolment by Grades (Sept. 30, 1971)				Total Rooms (June 30/72)	Gross Total Teachers (June 30/72)	Unit
		1 - 6	7 - 9	10 - 12	Total			
Smithreade P.S.	7	(not operating)						Rosedale
Fort Vermilion R.C.	26	131	39	—	170	6	9	Nacmine
Mazenod	42	(not operating)						Rosemount
St. Monica	44	(not operating)						Courtland Hill
Crossroads	46	(not operating)						Sampson
Fort Chipewyan	57	(see Div. 61)						Wye
Mount Star	58	Nil	—	—	—	—	—	Hayfield
Morning View	59	Nil	—	—	—	—	—	Rio Grande
Kleskun Hill	61	Nil	—	—	—	—	—	North Beaverlo
Equity	62	Nil	—	—	—	—	—	Tomahawk
MacHenry	63	Nil	—	—	—	—	—	Violet Grove
Hayter	70	Nil	—	—	—	—	—	Aubindale
Luxemburg	71	Nil	—	—	—	—	—	Lansdell
South Coaldale	74	Nil	—	—	—	—	—	Bevin
North Coaldale	75	Nil	—	—	—	—	—	Willow Trail
East Coaldale	76	Nil	—	—	—	—	—	Stirling S. Distric
Granite Falls	77	Nil	—	—	—	—	—	Legal
Battersea	78	Nil	—	—	—	—	—	St. Rita's R.C.
Winnifred	81	Nil	—	—	—	—	—	Sexsmith
Huntsville	85	Nil	—	—	—	—	—	Burdett
Strand	86	Nil	—	—	—	—	—	Berwyn
Trowsdale	98	Nil	—	—	—	—	—	Nampa
Harmon Valley	99	Nil	—	—	—	—	—	Barons Cons.
Gartley	101	Nil	—	—	—	—	—	Lousana
White Rose	102	Nil	—	—	—	—	—	Falher
Morning Glory	103	Nil	—	—	—	—	—	St. Paul Reg. H.
Salisbury	105	840	300	204	1,344	46	50	
Bulmer	106	Nil	—	—	—	—	—	
Shaughnessy	107	Nil	—	—	—	—	—	
TOTAL ENROLMENT		224,350	108,625	92,493	425,468			TOTAL ROOMS

Unit	Enrolment by Grades (Sept. 30, 1971)					Total Rooms	Gross Total Teachers
	No.	1 - 6	7 - 9	10 - 12	Total	(June 30/72)	(June 30/72)
Rosedale	108	Nil	—	—	—	—	—
Macminie	109	Nil	—	—	—	—	—
Rosemount	112	Nil	—	—	—	—	—
Courtland Hill	113	Nil	—	—	—	—	—
Campson	115	Nil	—	—	—	—	—
Wye	116	Nil	—	—	—	—	—
Dayfield	117	Nil	—	—	—	—	—
Rio Grande	118	Nil	—	—	—	—	—
North Beaverlodge	119	Nil	—	—	—	—	—
Comairawk	120	Nil	—	—	—	—	—
Violet Grove	121	Nil	—	—	—	—	—
Subindale	122	Nil	—	—	—	—	—
Ansdel II	123	Nil	—	—	—	—	—
Devlin	124	Nil	—	—	—	—	—
Willow Trail	125	Nil	—	—	—	—	—
Hirling S. District	647	99	53	41	193	9	10
Legal	1738	206	84	92	382	14	20
St. Rita's R.C.	27	93	36	—	129	5	6
Sexsmith	51	69	44	—	113	5	5
Burdett	83	Nil	—	—	—	—	—
Benwyn	89	Nil	—	—	—	—	—
Vampa	96	70	26	—	96	4	4
Barons Cons.	8	55	34	—	89	5	5
Lousana	38	25	20	—	45	3	3
Falher	69	286	146	118	550	22	27
St. Paul Reg. H.S.	1	—	—	612	612	22	36
TOTAL ROOMS	16,764					22,255	
TOTAL NUMBER OF TEACHERS							

Table O

Distribution of Pupils by Sex, Grade and Age as at September 30, 1971

	Sex	Less than 5 yrs. 6 mos.	5 yrs. 6 mos. Less than 6 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
		5 yrs. 6 mos.	6 yrs.										
Grade I	Boys	107	5,454	11,753	972	66	15	5		1	1		
	Girls	73	5,252	10,807	603	39	11	2	2	1			
Grade II	Boys		43	5,285	12,146	1,512	159	32	9	1	1		
	Girls		21	5,476	11,642	954	86	16	4				
Grade III	Boys			13	4,785	12,494	1,859	228	35	6	2	1	
	Girls			41	5,117	11,944	1,181	126	23	5	2	2	
Grade IV	Boys				46	4,498	12,014	2,075	320	66	13	5	1
	Girls				60	4,986	11,823	1,237	180	26	10	1	3
Grade V	Boys				1	56	4,394	11,847	2,346	441	79	15	5
	Girls					83	4,855	11,593	1,345	202	32	6	1
Grade VI	Boys						74	4,223	11,703	2,383	422	87	13
	Girls						102	4,731	11,600	1,477	239	49	17
Elementary Opportunity	Boys		15	73	143	231	272	322	306				
	Girls		4	39	82	128	174	164	173				
Grade VII	Boys						10	135	4,414	11,186	2,732	694	129
	Girls							122	4,915	11,059	1,476	341	67
Grade VIII	Boys							14	144	4,074	10,453	2,812	647
	Girls							1	140	4,698	10,472	1,710	347
Grade IX	Boys								19	144	3,835	9,796	2,707
	Girls								4	122	4,559	10,036	1,627
Junior High Opportunity	Boys									307	248	231	163
	Girls									138	134	115	101
Grade X	Boys									4	117	3,582	9,508
	Girls									3	132	4,173	9,568
Grade XI	Boys											130	3,602
	Girls										2	146	4,203
Grade XII	Boys											1	140
	Girls											3	166
Totals by Sex	Boys	107	5,512	17,124	18,093	18,857	18,797	18,881	19,296	18,613	17,903	17,354	16,915
	Girls	73	5,277	16,363	17,504	18,134	18,232	17,992	18,386	17,731	17,058	16,582	16,102
GRAND TOTAL		180	10,789	33,487	35,597	36,991	37,029	36,873	37,682	36,344	34,961	33,936	33,017
Percentage of Enrolment		.04	2.53	7.87	8.37	8.69	8.70	8.67	8.86	8.54	8.22	7.98	7.76

	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total by Sex	Total by Grade	Percent- age of Enrolment	Median Age
		2					1	18,377			
			1	2		1	2	16,796	35,173	8.27	6.25
								19,188			
								18,199	37,387	8.79	7.29
							1	19,424			
			1					18,442	37,866	8.90	8.34
	1							19,038			
	3							18,326	37,364	8.78	9.37
	5	2	2	1			2	19,191			
	1			1	1			18,119	37,310	8.77	10.39
	13	1						18,906			
	17	2				1		18,218	37,124	8.73	11.40
								1,362			
								764	2,126	.50	9.60
	129	17	5					19,322			
	67	9	1					17,990	37,312	8.77	12.42
	647	108	11	2	1			18,266			
	347	60	9	1		2		17,440	35,706	8.39	13.44
	2,707	585	90	9				17,185			
	1,627	276	43	9	1	1		16,678	33,863	7.96	14.43
	163	74	48	35	12	6	7	1,131			
	101	43	39	19	16	5	3	613	1,744	.40	14.49
	9,508	2,601	605	109	26	4	8	16,564			
	9,568	1,588	344	60	15	4	11	15,898	32,462	7.63	15.46
	3,602	8,634	2,433	482	99	27	12	15,419			
	4,203	8,710	1,276	193	44	15	14	14,603	30,022	7.06	16.41
	140	3,222	7,948	3,277	815	195	184	15,782			
	168	3,829	7,981	1,683	315	73	175	14,227	30,009	7.05	17.56
	16,915	15,246	11,142	3,915	953	232	215	219,155			
	16,102	14,517	9,695	1,968	392	102	205	206,313		100.00	11.68
	33,017	29,763	20,837	5,883	1,345	334	420	425,468	425,468		
	7.76	7.00	4.90	1.38	.31	.08	.10	100.00			

Table P

Post School Record of Pupils

Distribution of All Pupils Leaving School During the Calendar Year 1971 by Sex, Grade and Occupation

OCCUPATION	GRADES		Below Grade VII		VII		VIII		IX	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
FURTHER EDUCATION AND TRAINING										
1. Transferred to another school outside of Alberta	456	434	252	255	240	268	226	24		
2. University or College (including Teachers' College)		3			2	1				
3. Other educational institutions (e.g. business or technical schools, nurses' training schools, etc.)	35	14	19	28	36	27	275	23		
TOTAL TO FURTHER EDUCATION AND TRAINING	491	451	271	283	278	296	501	46		
A. EMPLOYMENT										
1. Professional, proprietary and managerial, commercial, financial					2	2	3			
2. Clerical			1	2	1		3			
3. Manufacturing and mechanical					3		10			
4. Construction			2		14		21			
5. Transportation and communication			2			1	3			
6. Service occupations — personal, protective, others	1	1	6	1	1	6	20			
7. Agriculture	3		23		54	1	77			
8. Fishing, hunting, trapping, mining, logging (including forestry)	3	3	8		12		18			
9. Labourers (not classified elsewhere)	3		12	1	32	4	77			
10. Unknown	5	4	24	17	59	39	122			
TOTAL TO EMPLOYMENT	15	8	78	21	178	53	354	9		
B. OTHER DESTINATIONS										
1. Marriage (Girls only). Boys should be classified by occupation or as out of work		2		1		12				
2. Helping at home — domestic duties (Girls only). Boys should be classified by occupation engaged in		10		19		73				
3. Out of work	9	2	18	2	30	2	65			
4. Death or Disability	4	8	4	3	10		11			
5. To Corrective Institutions	3	1	14	6	24	2	24			
6. Others (specify)	90	75	13	9	28	20	20			
7. Unknown	10	7	34	30	50	44	128			
TOTAL OF OTHER DESTINATIONS	116	105	83	70	142	153	248	27		
TOTAL OF A. (EMPLOYMENT) AND B. (OTHER DESTINATIONS) ONLY	131	113	161	91	320	206	602	37		

Occupation

	IX		X		XI		XII		Total	Total	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
68	226	243	215	228	176	162	176	148	1,741	1,738	3,479
1		3	5	1	11	79	2,521	2,200	2,539	2,287	4,826
2	275	237	83	90	99	120	1,404	1,563	1,951	2,079	4,030
6	501	483	303	319	286	361	4,101	3,911	6,231	6,104	12,335
2	3		6	7	34	27	302	267	347	303	650
	3	3	8	26	20	126	200	1,318	233	1,475	1,708
	10	1	31	1	73	6	409	28	526	36	562
1	21		52		123	4	464	2	676	6	682
	3	1	17	1	36	13	242	70	300	86	386
6	20	23	43	79	106	118	386	533	563	761	1,324
1	77		123	1	156	10	589	23	1,025	35	1,060
	18		42		58	1	119	2	260	6	266
4	77	17	174	28	247	41	777	128	1,322	219	1,541
39	22	52	516	340	528	332	1,480	1,049	2,734	1833	4,567
53	354	97	1,012	483	1,381	678	4,968	3,420	7,986	4,760	12,746
12		38		111		236		637		1,037	1,037
73		88		143		130		315		778	778
2	65	19	131	57	150	41	292	170	695	293	988
	11	3	29	29	30	17	33	22	121	82	203
	24	5	24	3	22	4	17	2	128	23	151
20	20	24	24	50	41	41	87	64	303	283	586
44	128	98	422	289	425	274	899	697	1,968	1,439	3,407
53	248	275	630	682	668	743	1,328	1,907	3,215	3,935	7,150
6	602	372	1,642	1,165	2,049	1,421	6,296	5,327	11,201	8,695	19,896

Table Q

Per Pupil Expenditure on Education 1960-61, 1970-71, 1971-72

		1960-61(b)	1970-71(a)
All Schools	Per Year (enrolment)	348.24	794.61
School Divisions and Counties (including many Town, Village and Consolidated School Districts)			
	Per Year (enrolment)	406.22	846.20
School Districts not in Divisions or Counties			
City Public Schools -			
	Per Year (enrolment)	326.51	805.73
Town and Village Public Schools -			
	Per Year (enrolment)	295.33	715.80
Consolidated Schools -			
	Per Year (enrolment)	369.14	664.40
R.C. Separate Schools (City, Town, Village & Rural) -			
	Per Year (enrolment)	262.77	726.21
City Separate Schools -			
	Per Year (enrolment)	—	738.63
Town and Village Separate Schools -			
	Per Year (enrolment)	—	662.41

Footnotes:

(a) 1970 and 1971 per pupil expenditures were obtained by dividing into the 1970 and 1971 expenditures by the enrolments as of September 30, 1970 and September 30, 1971 respectively.

(b) 1968 was the last year for which June 30th enrolment data is available.

Table R

Average Salary Rate of Teachers 1970-71 and 1971-72

	<i>Number of Teachers 1970-71</i>	<i>Average Salary Rate 1970-71</i>		<i>Number of Teachers 1971-72</i>	<i>Average Salary Rate 1971-72</i>
All Schools	22,054	9,552.28	All Schools	22,255	10,547.61
Divisions and Counties	7,940	8,952.52	Divisions and Counties	8,018	9,965.37
<i>Public School Districts:</i>			<i>Public School Districts:</i>		
City and Town Schools	9,951	10,027.06	City and Town Schools	10,074	11,040.55
Village Schools	30	9,240.40	Village Schools	30	9,992.17
Consolidated Schools	35	8,694.54	Consolidated Schools	35	8,823.34
Regional High Schools	36	10,583.17	Regional High Schools	36	11,767.11
<i>R.C. Separate School Districts:</i>			<i>R.C. Separate School Districts:</i>		
Cities and Towns	3,641	9,529.60	Cities and Towns	3,655	10,438.95
Village Schools	15	8,632.73	Village Schools	15	9,193.00

Includes temporary teachers

Teachers' Salaries — 1971-72 — In All Schools

		<i>Number of Teachers</i>	<i>Salaries Paid</i>		<i>Average</i>
			<i>Highest</i>	<i>Lowest</i>	
Academic, High School, Professional and Provisional	Male	7,900	30,000	4,975	12,125.70
	Female	7,149	18,925	4,483	10,552.59
Standard E, Standard S, Sr. E & I, and Conditional	Male	1,061	19,052	5,449	10,280.75
	Female	2,886	17,515	4,517	8,656.16
Jr. E & I, First, Second, Junior E, and St. E. & St. S	Male	290	34,000	6,200	10,682.80
	Female	2,904	24,400	4,158	8,269.41
Letter of Authority	Male	17	19,000	5,400	8,055.53
	Female	48	12,700	5,675	7,595.63
		22,255	34,000	4,158	10,547.61

Includes temporary teachers

Table S

Distribution of Teaching Force by Salary Classes

			1967-68			1968-69		
			Male	Female	Total	Male	Female	Total
Less than \$ 3,000			—	—	—	—	—	—
\$ 3,000 - 3,999			12	50	62	—	4	4
4,000 - 4,999			251	1,778	2,029	105	967	1,072
5,000 - 5,999			566	2,963	3,529	377	2,106	2,483
6,000 - 6,999			1,166	3,272	4,438	925	3,781	4,706
7,000 - 7,999			1,285	1,938	3,223	1,343	2,563	3,906
8,000 - 8,999			854	688	1,542	1,020	1,131	2,151
9,000 - 9,999			704	421	1,125	773	541	1,314
10,000 - 10,999			918	765	1,683	917	661	1,578
11,000 - 11,999			618	302	920	933	715	1,648
12,000 - 12,999			390	105	495	570	253	823
13,000 - 13,999			239	53	292	399	104	503
14,000 - 14,999			137	10	147	227	39	266
15,000 or more			90	4	94	223	10	233
			7,230	12,349	19,579	7,812	12,875	20,687

Includes temporary teachers

1969-70			1970-71			1971-72	
Female	Total	Male	Female	Total	Male	Female	Total
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—
203	222	6	28	34	1	8	9
1,689	1,921	120	934	1,054	20	120	140
2,774	3,209	305	2,198	2,503	236	1,230	1,466
3,158	4,557	1,046	3,111	4,157	439	2,183	2,622
1,962	3,111	1,366	2,559	3,925	1,229	2,914	4,143
1,067	2,104	995	1,292	2,287	1,174	2,118	3,292
540	1,329	889	671	1,560	889	1,163	2,052
813	1,804	1,122	815	1,937	881	701	1,582
645	1,598	1,031	775	1,806	980	733	1,713
223	742	778	495	1,273	1,209	1,099	2,308
83	478	492	156	648	830	423	1,253
58	552	732	138	870	1,380	295	1,675
13,215	21,727	8,882	13,172	22,054	9,268	12,987	22,255

Table T

Statement Showing Revenue and Expenditures In All School Divisions, Districts and
REVENUE

<i>Item</i>	<i>Divisions</i>	<i>Counties</i>	<i>City School Districts</i>	<i>Town School Districts</i>
School Foundation Program Fund	49,443,344	64,010,930	170,384,282	15,045,120
Other Grants (From Prov. Gov't.)	1,880,909	811,137	5,016,291	273,298
Canadian Pension Plan	306,803	405,814	1,105,454	104,059
Supplementary Requisition	5,115,877	7,567,797	28,259,531	1,464,136
From Federal Government	2,761,316	863,352	1,545,205	648,342
From Parents	672,349	912,682	694,702	299,567
From Other School Authorities	99,940	75,382	250,108	138,012
Sale of Capital Assets	137,647	97,806	6,622	51,226
Rents	531,085	673,235	350,593	144,404
Dormitories	69,853	—	—	3,462
Cafeteria (Surplus)	3,699	6,375	—	—
Other Revenue	367,584	222,925	2,203,238	173,098
TOTAL OPERATIONAL REVENUE	61,390,406	75,647,435	209,816,026	18,344,724
Deficit	467,162	262,592	799,141	285,494
Surplus Used (if budgeted for)	96,763	630,208	2,815,713	78,358
TOTALS	\$ 61,954,331	\$ 76,540,235	\$213,430,880	\$ 18,708,576

* The School Foundation Program Fund consisted of \$102,553,698 from the requisition of 30 mills on the equalized assessment of the municipalities and the balance from a legislative appropriation of provincial general revenue.

Table U

Statement Showing Revenue and Expenditures In All School Divisions, Districts and
EXPENDITURES

<i>Item</i>	<i>Divisions</i>	<i>Counties</i>	<i>City School Districts</i>	<i>Town School Districts</i>
Administration	1,602,795	2,039,586	7,904,857	584,846
Instructional (Salaries & Expenses)	33,311,449	43,522,032	133,719,724	11,877,480
Instructional Aids	2,543,022	3,529,477	8,354,630	807,097
Tuition Agreements	338,508	387,228	425,949	87,360
Auxiliary Services	14,792	88,928	545,599	19,587
Cafeteria (Deficit)	7,380	29,955	119,338	4,613
Plant Operation & Maintenance	6,758,773	7,367,223	26,413,283	1,966,707
Debt Charges	6,839,317	6,966,389	27,361,122	2,165,334
Contribution to Capital & Loan Fund	1,042,347	1,219,736	2,490,064	257,746
Conveyance & Maintenance of Pupils	8,489,449	9,653,473	2,419,502	294,902
Other Expenditures	467,622	445,928	399,102	103,633
TOTAL OPERATIONAL EXPENDITURES	61,415,454	75,249,955	210,153,170	18,169,305
Surplus	506,984	1,190,971	3,274,273	485,446
Deficits From Previous Year Recovered	31,893	99,309	3,437	53,825
TOTALS	\$ 61,954,331	\$ 76,540,235	\$213,430,880	\$ 18,708,576

Towns and Counties During the Year 1971

Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Revenue
045,120	571,204	464,523	2,216,368	729,815	302,865,586
273,298	1,695	5,266	55,876	32,719	8,077,191
04,059	3,599	2,906	14,025	3,171	1,945,831
64,136	58,788	36,240	273,223	—	42,775,592
40,342	14,407	44	119,439	123,077	6,075,182
99,567	8,577	6,838	38,425	20,580	2,653,720
38,012	12,021	97	20,295	—	595,855
1,226	1,926	—	5	—	295,232
4,404	3,523	1,271	16,453	—	1,720,564
3,462	—	—	—	—	73,315
—	—	—	—	—	10,074
3,098	3,871	1,246	18,361	5,486	2,995,809
7,724	679,611	518,431	2,772,470	914,848	370,083,951
5,494	282	547	25,781	—	1,840,999
3,358	—	—	2,213	43,534	3,666,789
3,576	\$ 679,893	\$ 518,978	\$ 2,800,464	\$ 958,382	\$375,591,739

the municipalities in the Province,

Towns and Counties During the Year 1971

Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Expenditure
4,846	18,264	18,688	129,276	26,819	12,325,131
7,480	422,553	305,675	1,513,078	428,660	225,100,651
7,097	28,246	27,064	141,486	74,966	15,505,988
7,360	4,351	3,669	37,110	—	1,284,175
9,587	—	201	2,688	193	671,988
4,613	—	—	—	—	161,286
6,707	55,731	55,171	308,242	82,808	43,007,938
5,334	30,123	16,926	407,248	338,489	44,124,948
7,746	4,656	—	60,945	—	5,075,494
44,902	43,127	43,474	166,106	—	21,110,033
13,633	4,078	18,888	7,054	—	1,446,305
9,305	611,129	489,756	2,773,233	951,935	369,813,937
5,446	68,764	29,222	27,215	6,447	5,589,322
3,825	—	—	16	—	188,480
3,576	\$ 679,893	\$ 518,978	\$ 2,800,464	\$ 958,382	\$375,591,739

CA2ALED A56 1972c1

The 67th Annual Report
of Alta Education 1972



LEGISLATURE LIBRARY
216 LEGISLATURE BUILDING

DATE DUE
DATE DE RETOUR

FEB 4 - 1984

LOWE-MARTIN No. 1137

